

School and College Placement

1940 Tenth 1950
Anniversary

The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

In this issue

MESSAGES FROM THE FOUNDERS

WHY RECRUITERS FAIL TO RETURN TO SOME CAMPUSES

PLACEMENT OFFICE SURVEY . . . Robert D. McCabe

MAY, 1950

VOLUME 10

NUMBER 4

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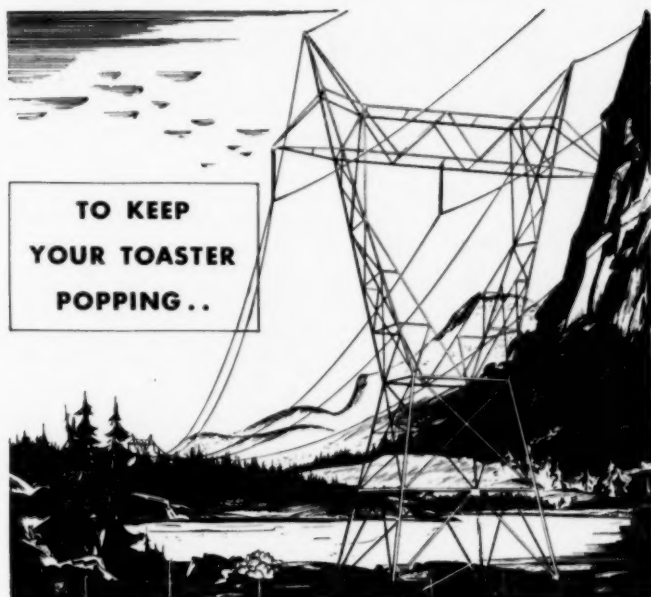
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SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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A Message from the Association's President

It is a distinct privilege and a real pleasure to join with the Editor in presenting this, The Tenth Anniversary Number of SCHOOL AND COLLEGE PLACEMENT.

First of all we wish to pay our respects to the farsighted founders who, representing and speaking for the various areas of interest, envisioned and drew a pattern for the program of cooperative effort that has done so much to bring the educational and placement functions into closer working relationship on a national basis. To the columns of this issue, we welcome a number of these gentlemen whose appraisals of the decade of service just ending and of the job ahead are at once inspiring and challenging. Our thanks to them for thus taking part in this significant birthday celebration!

Whatever has been accomplished during these ten years has been the result of one of the finest examples of team work on record. Just as was the case back there in 1940, all parties at interest have continued to participate in the work of the Association and to contribute personal time, funds and material for the benefit of the Association's work and its quarterly magazine. To all we wish heartily to express our gratitude and to pledge renewed efforts to merit their continued support.

We congratulate the administrative officers of the educational institutions of the country upon their increasing recognition of the need for guidance and placement facilities capable of interpreting and meeting employer requirements as to pregraduation course and vocational preparation. The pioneers in these activities have earned the eternal thanks of their fellow educators who were ready and happy to capitalize on their experience.

Likewise, we extend cordial felicitations to the employer group—the professions, business and industry—whose own appreciation of the placement problem has carried them far beyond the early concepts of the recruiting job. Just as time study techniques and work analyses led to specialized employment and training at the manual levels, so the development of personnel and job specifications, the use of tests and scientific interviewing procedures and the introduction of orientation and on-the-job training programs have opened up a much broader field for recruitment. The process now starts sooner, is more closely related to the selection of courses, produces a larger number of eligible applicants and provides for intelligent appraisals at the time of interview and wiser decisions at the end of the period of training following employment.

It has indeed been heartening to observe, from year to year, the eagerness with which new converts have joined in this work, the benefits of which seem to be almost limitless in scope and lasting effect.

And to all placement and recruiting officers, generally and by regional affiliation, we extend cordial greetings and warm personal regards. We have always endeavored to make SCHOOL AND COLLEGE PLACEMENT serve their interests in every way possible and with the editorial assistance and other helpful encouragement from the several regional associations of placement officers, the quality and usefulness of the magazine, as well as its circulation, should continue to increase in the years ahead.

Finally, to the officers, directors and committee men and women, who have served so willingly and well over the years, cordial greetings and hearty thanks! The effectiveness of your individual and collective services is evident in every phase of this most worthwhile undertaking.

GORDON A. HARDWICK.

Public Opinion—NOTHING IS STRONGER
... given the facts NOTHING IS WISER

On the Owners of Business

A "community" estimated at some 14,000,000 people owns American business. The Bell Telephone system is owned by 940,000 stockholders. General Motors is owned by 436,000, Pennsylvania Railroad by more than 202,000.

* * *

There are more stockholders in the U.S. than there are farmers. More than the membership of the C.I.O. More than the membership of the A.F.L. Certainly stockholders are no "privileged few."

* * *

67,000 more stockholders now have a share in General Electric's ownership than 15 years ago. There are 80,000 more owners of General Electric than there are employees. Today's total of stockholders is over 250,000. Of these, more than 215,000 are individuals.

65,000 General Electric employees are participating in a plan which encourages savings. Investment in U.S. Savings Bonds gives them a bonus of G-E stock for bonds held five years.

* * *

Compared with the boom year of 1929, American businesses have collectively increased their payments to their stockholders by 45%, and their tax payments to government by 678%.

* * *

Anything that injures the owners of business directly injures 14 million people. It destroys the provisions that they have tried to make through their own efforts for security. Anything that injures the security of these 14 million people also injures the security of those who rely on invested capital for the tools and jobs they need to make a living.

You can put your confidence in—

GENERAL  ELECTRIC

MESSAGES FROM THE FOUNDERS

* * * * *

THE START OF A NEW ASSOCIATION

1940 - 1950

CLARENCE E. CLEWELL, *Director, University of Pennsylvania
Placement Service, former President and Director of the
Association of School and College Placement*

LATE in the year 1939, Governor Arthur H. James of Pennsylvania inaugurated a unique plan to reduce unemployment, which was then still holding over from the great industrial depression. He called it the "Job Mobilization Program," and to implement the plan among the colleges, he appointed a statewide "Committee on Educational Cooperation" as part of the program, with the late Dr. Thomas S. Gates, then President of the University of Pennsylvania, as its Chairman. President Gates invited the writer to serve as Secretary of his state-wide committee.

In preparing plans for one of the formal gatherings of this committee in December, 1939, the Secretary was asked to prepare an agenda for the meeting, and among many other points included for the consideration of the committee, he inserted a suggestion that an "association" might be formed in special relation to "college placement." This suggestion was accepted wholeheartedly by the Chairman of the Committee, and on July 1, 1940, President Gates inaugurated a new "Association of School and College Placement."

We quote here from a formal statement by President Gates in the first issue of the Association's journal SCHOOL AND COLLEGE PLACEMENT, as follows:

"The committee was faced with such fundamental topics as apprenticeship systems, improved ways of recruiting by firms, career implications in student part-time work, systematic methods for developing self-reliance and enthusiasm in the mind of youth, and an effort to improve the techniques of school and college placement,

to mention a few of the subjects which came before the committee.

"In the realization that our committee had been formed as part of a temporary emergency program, and also that the schools and colleges could well take advantage of present trends for the benefit of youth, I took steps to establish the Pennsylvania Association of School and College Placement, and referred most of the problems which had come before my committee to this new organization, in the hope that they might be approached on a national basis."

We also quote here from a statement by the writer in his capacity as the first President of the Association, in connection with the formal announcement of its establishment, as follows:

"This new Association is an outgrowth of an emergency program launched by Governor James of the State of Pennsylvania, to alleviate the problems of unemployment, and also to improve the condition of the youth of our state in every walk of life. It includes the interests of students and graduates of our public schools, as well as of our colleges and universities. A new keynote has been struck in the philosophy of the attitude to youth, namely by renewing the emphasis upon self-reliance, and by trying to instill in the mind of youth everywhere, on the basis of new fields of opportunity, a spirit of hope in relation to the future, as well as to life's ideals. We bespeak the cordial cooperation of all schools, colleges and firms throughout the nation in our earnest effort to study, and to help in solving, the many important problems which have been assigned to this Association by President Gates' Committee on Educational Cooperation."

The Association's journal SCHOOL AND

COLLEGE PLACEMENT, now completing its tenth year, has accomplished a very great deal by its emphasis upon systematic and orderly placement procedures in the colleges and universities of the nation. However, we are equally convinced that according to the recent proposals for the sponsorship of this journal by the regional groups of placement officers, scattered over the entire country, it is about to enter an entirely new era of usefulness in the broad program of perfecting the relationships of education and industry in the fundamental problems relating to college and university placement.

It is both timely and appropriate, we feel, to mention our very deep sense of admiration for the splendid work of Mr. Gordon A.

Hardwick during his long tenure of office as President of the Association, and for the exceptionally high standard which Miss Ida Landenberger and her predecessors have set and maintained in the work of editing the journal, SCHOOL AND COLLEGE PLACEMENT. The record of the past ten years of both the Association and the Journal is one of the very highest ideals of service, and both Mr. Hardwick and Miss Landenberger can rest assured that far more has been accomplished through their efforts in improving the entire field of "college placement" than they themselves, perhaps, fully realize. We hope for them many more years of participation in this increasingly important field of educational activity.

GROWING COLLEGE INDUSTRY COOPERATION

H. W. PRENTIS, JR., *President*
Armstrong Cork Company

IT is a pleasure to extend greetings to The Association of School and College Placement on the 10th anniversary of its national activities in the field of education-industry placement cooperation as first developed by the Committee on Educational Cooperation.

In reviewing the past decade, this organization may well be proud of the assistance and leadership it has provided to the hundreds of schools and colleges throughout the country in meeting the challenge of a constantly increasing need for student counseling and placement. Business, industry and the professions are constantly turning to the schools and colleges for more guidance and help in the procurement of qualified young men and women. Accordingly, the educational institutions have had to increase their placement facilities and seek the cooperation of agencies such as this in meeting these new demands. In this field the Association and its magazine, SCHOOL AND COLLEGE PLACEMENT, have per-

formed a most useful function. As a result, area college-industry placement officers associations have been organized. School and college centralized placement bureaus have been established and improved. Qualified personnel to carry out the activities of the placement bureaus has been organized. These steps have brought representatives of business and industry to the schools in steadily increasing numbers. For example, it has been estimated that some 300 companies now send interviewers to the campuses of schools and colleges throughout the United States. Two to three times that number make inquiry and selection by correspondence. One company alone employed 800 college graduates in a single year.

College recruiting has become a "big business" in itself; and the present level of recruiting activity may well continue. The progress in this field during the past ten years demonstrates that constantly increasing education-

industry cooperation is essential and that well organized and active placement associations are necessary for the advancement of the "science" of guiding young people and placing them properly in business, industry and the professions.

The Association of School and College Placement can take satisfaction in the accomplishments of the past. Its plans for the future deserve the support of educational institutions and of business and industry as well.

NEED FOR A MEDIUM OF EXCHANGE AMONG PLACEMENT OFFICERS

THEODORE A. DISTLER, *President*
Franklin and Marshall College

TODAY, in a world torn with conflicting ideals, college graduates more than ever before need guidance which will assist them in finding their places in the world's economic program. In a period when fear of business and economic recession abounds, college seniors quite naturally wonder, just what their chances are of associating themselves with their predecessors. They know that they have been privileged to receive their schools' utmost in educational benefits; that the right is theirs to find that niche in society which best answers individual desires; and that this right is intended to give every consideration toward their future life vocations.

Assisting the college graduate to get a job has become an important function of every college and university, large and small. We in the educational field have been devoting a great deal of our time and energy to personnel programs in assisting these young men and women to develop the proper foundation for their careers. This is all to the good. It is equally important and a far more difficult task after this careful advisory procedure and their educational program have been completed to secure for them a job. It is usually at this point that young men and young women become frustrated. They have had proper scholastic guidance; now they are ready to step over the threshold and are eager to begin this new phase of the world's work.

I am not unmindful of the fact that in the larger universities of the country placement services have been highly developed. Friendships and ties borne of mutual satisfaction between those responsible for assisting students and those men representing business, industry, and other employment fields are to a great extent responsible for this development. Placement officers in these larger universities have been made aware of the needs and qualifications necessary for employment in a vast number of positions. And employment recruiters have become aware of the type of scholastic background these universities provide. It is this "give and take" which develops mutual understanding between college placement officers and the working world. There is no need to discuss minutely the physical setup of these highly developed placement services. Through the years these services have had the benefit of invaluable experiences. They have been altered to gear with the fast moving changes of the past half century and are today in the enviable position of knowing most of the answers regarding placement of graduates. There is, however, a continuing need for the dissemination of placement information, of job analyses, of opportunities in various fields of endeavor. The small colleges, and we might say particularly the small liberal arts colleges, the numerous junior colleges, and the technical

institutes, must have a medium whereby they can avail themselves of the printed words emanating from this vast amount of information acquired by those people who have already absorbed vocational experiences. These colleges and schools must be able to understand the needs and requirements in the employment field. In other words, there must be a meeting ground so that those who are intimately concerned with placement and those who employ may have a ready means for disseminating their information to a wider public, a public not so well versed in this important field.

When one considers the hundreds of small colleges, junior colleges and technical institutes where placement at best may be a part-time job of some professor or teacher, this need becomes even more apparent. It is at this point that one feels that the journal of SCHOOL AND COLLEGE PLACEMENT has thus far been the most effective organ in the fulfillment of this need. If one will glance through its pages, one may readily understand how helpful a medium it has been and how much more helpful it could be with increased financial support and greater circulation. A library consisting of all of the issues from the very inception of this publication is most helpful to anyone vitally interested in placement. In no issues will one fail to find something of vast importance. This material has been to a great extent contributed by representatives of larger universities and representatives of industry. This information must get to the smaller colleges so that they can better perform their services. It has been my privilege to talk with placement officers primarily in these small colleges, and they have all expressed their appreciation of what the magazine SCHOOL AND COLLEGE PLACEMENT has meant to them. Every intelligent college educator is not only concerned in keeping up his enrollment and providing the best education which his institution can afford, but he

is also interested in the placing of his college graduates. Unfortunately, neither industry nor the colleges and universities have yet grasped the full significance of what this journal could mean to them.

It may be facetious to say again that this journal should be and could be the most important piece of printed material in the hands of those people concerned with college placement. This is a publication which serves to bring together the two factors necessary for accomplishing the ultimate aim of the average college senior. Industry and business can present their views; colleges and universities can present theirs. In addition to providing a common meeting ground between the working world and the educational world in general, SCHOOL AND COLLEGE PLACEMENT could very readily be the common organ of the numerous regional placement associations. Certainly, we in the East are interested in knowing what those in other parts of the country are doing to broaden the employment scope. Certainly, we feel that we as a regional association have ideas which should be passed along to other groups and we feel certain that the reverse is true. If the publication of this journal could be a common responsibility of the entire college and school placement personnel, plus the employment personnel, a great stride would have been taken in accomplishing the foregoing ends. Today college placement does not encompass only a small area within the radius of each college. The very fact that students are drawn from far-flung areas dictates that a college placement officer should have at his disposal information relative to employment practices in other sections of our land.

As we mark our tenth anniversary I am hopeful that industry, both large and small, college administration, and placement officers will in increasing measure see a necessity for the enlargement and development of this journal. The small group working under the

leadership of Mr. Hardwick deserve all credit and commendation for having begun and having kept this significant publication alive. Though a member of the committee, I make this statement with all due modesty, for it is my sincere belief that in this journal we have the greatest single medium for aiding the college placement movement, both from the point of view of the colleges and universities and from that of business and industry. I am hopeful that it will gain the support

which will make it grow and make it ever more useful to those whom it now serves and those whom it can serve.

If this publication can enlarge its subscription scope to cover the need of the smaller educational concern, and if it can help solve the problem of placing those men whom we have taken great pains to educate, then it will indeed serve the placement field as no other publication will serve it.

WANTED: MORE FACULTY COUNSELING

ROBERT N. HILKERT, *Vice President*

Federal Reserve Bank of Philadelphia

Former Director of Student Personnel, the Hill School

SOME years ago I believed that the admissions task of colleges and universities was about the most important of all their administrative problems. Possibly it was because at that time the point of contact between my own job and the university was the office of the dean of admissions. I am now wondering whether the placement task outranks in importance the problem of admissions.

The problem of the college is to select from many applicants those who appear to be best able to do the academic work of the particular college, and who show promise of their ability to fit into the environment—physical, human and cultural—of the institution and whose individual aims and purposes are in conformity with the institutional objectives. It is a problem of selection, and all such processes are difficult. Choosing human beings, which also means rejecting them, has special difficulties. The responsibility for turning down a human being can never be taken lightly. It is far better for the individual to choose wisely his own path, and to take upon himself the responsibility for rejecting courses of action which for him would be unwise. Undoubtedly it is the recognition of this

principle that has, in large measure, accounted for the growth and development of the field of guidance.

For an individual to be able to make wise choices in working out his pattern of living, requires that he understand himself. But he must also understand the choices that are possible, some of which may, for him, be desirable and others undesirable. This is difficult to do alone; and that is why we depend upon counseling. The good counselor leans upon the findings of various branches of psychological, educational, and occupational research to aid him in the guidance process. He makes use of instruments such as tests of aptitude and of achievement, interest forms, and cumulative records. In addition, the superior counselor even clings to some of the old-fashioned methods of getting to know the individual intimately. He knows that counseling is a personal thing.

The college admissions officer is helped immeasurably by the information which is made available to him by the secondary school. He is helped no end by the counseling process which enables the applicant to understand himself and the choices open to him.

Of course, the primary object of counseling is the student himself, but the admissions officer reaps the benefit too. I should like to establish the point that the admissions officer has the benefit of appraisals made by the men and women who have taught and worked with the student. The keystone of school counseling is the faculty.

It is the placement officer, the man on the other end of the college program that presently concerns me. How important is his task? Undoubtedly my belief in his importance is influenced by the fact that in my present position, that of employer, my point of contact with the university is now the placement office.

Every college is interested in the progress of its students. It is difficult to believe that it can be less interested in their success as alumni. (College presidents have many reasons for being interested in the success of alumni.) But have the colleges, generally, given as much thought, attention and support to the placement office as they have to the admissions office? Have they tended to look upon the placement office as a place where employer representatives may interview senior students without undue interruption of the regular work of the faculty? That, and that only?

The placement office, to be effective, must be a repository of trustworthy information about students. It is my belief that in most colleges that have a well-developed placement service there is a fairly close working relationship between placement officer, counselor, and student. Also, there has been a marked development in the relationship of the placement office and business and industry, applicable for the most part to the larger blue-chip companies who annually send representatives to the campus. All of this is to the good. Progress is being made.

In my judgment, however, there are two basic problems to which increasing attention

must be directed. Both problems are extremely important and both involve analysis of the responsibilities of college faculties.

First, as a result of centralizing the placement function there has developed, I believe, a tendency for faculty members to feel that they need assume very little responsibility for any aspect of vocational placement. It is being impressed upon me increasingly that those who teach the student, the classroom professors, are shouldering a minimum of counseling responsibility. Perhaps they feel that counseling the student is not part of the teaching job. But what is the teaching job? How is its scope determined, and who decides?

Placement can never be the job of the placement officer exclusively. He, like the dean of admissions, must depend upon judgments obtained from classroom teachers. Both rely, must of necessity rely, upon information from those who really know the student, those who have studied his strengths, limitations, and interests. It seems illogical to exclude from this list those who teach him daily.

In business and industry we take the stand that those who are best able to appraise workers as individuals are their foremen and supervisors. They are in the most favorable position to make observations. Furthermore, we insist that the appraisal of individual workers is one of their foremost responsibilities. This is not the job of the centralized personnel office. In like manner, and for the same reasons, is it not the responsibility of classroom professors to appraise their students, and not that of the centralized placement bureau?

It is difficult to understand why the student's own professors should play so small a part in his vocational guidance. I have interviewed during these past few years scores of college seniors and graduates looking for jobs. In the course of our interviews I usually ask the questions, "Have you had any serious conferences with any of your professors on

the question of your entering our particular field? If so, what was the nature of your discussions and what sort of conclusions did you reach?" Typically, the answer is, "I have never talked seriously with any of my professors on the subject of my choice of a career." Possibly because I have a strong personal interest in young men, I take a considerable amount of time discussing their problems. Our interviews are seldom short. I think it would surprise many college administrators to hear their students say, "I have spent more time discussing career plans with you than I have spent with anyone during my entire four years of college." It is hard to believe, but it appears to be true in too many cases. It should be pointed out, furthermore, that my time isn't really my time; it is company time. When the purpose is employment selection, it is, of course, justified. But

time and effort is spent with those whom we have no intention of employing. Perhaps it is just good public relations—of the sort that should also interest college administrators.

Faculty members may insist that they are continuously appraising their students. In a sense they are. They grade papers, and what a task that is! It still doesn't answer the question concerning the students who tell us that they have never discussed their choice of career with any professor. Is professorial appraisal made without relation to the student's life aspirations, and is it done by absent treatment?

Again, in business and industry we require supervisors to "rate" their individual workers, and not merely in terms of the current job. Supervisors are called upon to appraise individuals in terms of future possibilities, wider usefulness to the organization, and a variety

OIL



Our Sincere Greetings

to

SCHOOL AND COLLEGE PLACEMENT

on its

Tenth Anniversary



ATLANTIC

THE ATLANTIC REFINING COMPANY
260 South Broad Street, Philadelphia, Pa.

of other things. They are called upon to discuss and explain "ratings" through personal conferences with individuals. They come to "know their men." No centralized personnel office can be effective without information obtained in the manner described. Similarly, the college placement office works in a partial vacuum unless it has the complete cooperation of college faculty members. Cooperation consists, among other things, of a reporting of personal evaluations based upon a knowledge of their students obtained, in part, through personal conferences with them. Whenever possible, appraisals should include estimates of the student's aptitude, ability, and interest with reference to the field as a means of livelihood for him. It is not quite enough to rate the student in terms of his achievements in the course itself. The student as well as the placement officer must have the benefit of the professors' judgments.

There is another important reason which makes faculty vocational counseling so necessary. Many students have to locate jobs "on their own." Only a small proportion of companies send representatives to the college campus. What about all the other companies that provide employment? Those who do recruit accept only a small number of the seniors seeking jobs. What becomes of the others? The answer is that they go job

hunting. This is valuable experience. It is a realistic part of one's education. It should, however, be approached with intelligence and understanding. Those of us who interview college seniors and graduates know from experience their shortcomings as seekers of employment. Many of their difficulties could be overcome through effective undergraduate counseling. Their own teachers can help them to understand themselves and the avenues of choice that appear to be sensible for them. Both the placement officer and faculty members have an opportunity, and I think an essential responsibility, to assist the undergraduate in helping himself. That, after all, is one of the paramount objectives of education—to help a man to help himself through enabling him to know himself and to understand his environment.

I have no desire to be critical of college teachers. No group contributes so greatly to America. I am suggesting that possibly there are some things required of faculty members that are less important than the task of counseling students. In a world in which there is far too much to be done, relative values must determine just what is to be done in the time available. I am suggesting that, for college teachers, vocational counseling belongs somewhere near the top of the list.

EXPANSION OF PLACEMENT PROGRAMS

PAUL H. MUSSER, *Provost*
University of Pennsylvania

THE Tenth Anniversary of the journal of The Association of School and College Placement is a marked reminder of the growth that has characterized placement activities in recent years. The period has witnessed a significant acceptance by college administrators and educators everywhere of the opportunity offered in the placement function to

provide a unique and highly beneficial service to students and alumni.

Industry and the Federal Service have been active partners in the development process as they have come to look more and more to the college placement office as the medium through which they can be brought in touch with qualified university trained men and

women for positions available in their organizations.

The larger responsibilities and services that we have come to look upon as being typical features of our placement programs today were often attended at inception by difficulties. I refer particularly to the problems of providing adequate physical facilities, sufficient staff personnel, and constantly improving techniques. The consideration of facilities and staff were undoubtedly met and are being met today by each institution on the basis of individual resources and circumstances. Con-

stantly improving techniques, however, can be a cooperative undertaking and represent, I am glad to see, a subject of frequent discussion in placement circles.

Preserving the means whereby a mutual exchange of information can occur, not only on techniques, but on all subjects of common interest to the placement team—student, industry, college—must be a concern of all. The journal as such an organ of communication has made a real contribution to the work and progress of the past decade and merits our good wishes on this occasion.

HELPING STUDENTS MAKE INTELLIGENT SELF ANALYSES

HERBERT T. WOTTRICH

Managerial Assistant, Electric Department

Public Service Electric and Gas Company

IN recent years there has been a marked increase in the effectiveness of college placement activities for the benefit of both the student and industry. This has been due to the realization that more must be done on the campus than merely making it possible for students to meet prospective employers. Even in this limited field, however, there has been considerable improvement. Not too many years ago an industrial representative, interested in hiring college men, wrote to a professor, who posted a notice on the bulletin board and then gave the interviewer a corner of his office in which to talk to interested students. Today most schools have placement bureaus with full-time personnel to handle the many details in connection with recruiting; such as, soliciting industries to visit the campus, arranging dates, compiling information about the companies, having available complete records on the applicants, providing adequate facilities for the interviews, scheduling the interviews and seeing that the interviewers have an opportunity to discuss the students with faculty members who are ac-

quainted with them. These are only the "mechanics" but, if well done, are helpful to everyone.

Of greater importance, however, is the work, being performed by both the placement bureaus and the faculties, in the field of student guidance. There has been some progress in this field but there is still much to be done. There are two areas in which a student needs help: one, he needs a knowledge of what occupations exist in industry and what they require of the applicant; and two, he needs an evaluation of his abilities and interests. (And the second semester of the senior year is too late to start thinking about this.)

What are the sources of information about the kinds of work that exist in the outside world and their requirements? There are many, some of which the student can seek out and others which can be brought to his attention by the college. Articles in general periodicals and specialized magazines such as this journal, talks with people about their work, talks with faculty members and the staff at the placement bureau, summer or part-

time employment, inspection trips to industries, talks on the campus by representatives of industries, descriptive material prepared by companies and industrial movies, are all helpful.

From this study the student should learn of those kinds of work that he thinks he would like to do, some of which appear in a number

of different industries. He should then evaluate his abilities and skills to see if they fit the job requirements. Tests can be of assistance. In addition, his scholastic performance, extra curricular activities, and outside employment will serve as an excellent guide. Armed with such an analysis, he should be in a good position to make an intelligent selection of his life's work.

BE OUTSTANDING!

JOSEPH W. BIRD, *Manager*
College Relations and Special Recruiting Division
Radio Corporation of America

BUSINESS and industry are always looking for outstanding graduating seniors and are willing to take all the time necessary to interview young people whose educational backgrounds and experiences indicate they have been planning and pointing their lives toward definite goals.

We in industry are looking for the best men to be trained and not necessarily for the men who know best.

Regardless of the fact that great numbers are graduating from our colleges and universities during 1950, there is still "keen" competition between business and industrial organizations for the top ten men in a graduating class, each of whom has several job offers and is in a position to decide for which company he desires to work.

Only a few years ago graduating seniors did not expect their alma maters to find their jobs, to make contacts for them, and deliver them to the doors of business and industry for their first morning's work. All that the young people asked from the colleges were recommendations and perhaps a few suggestions.

Today, too many of those graduating expect the institution to find jobs for them, and in some cases even to write their letters of application because they feel they lack ability to write good business letters. Still we are graduating them, and in some cases with honors.

Each young man who has demonstrated by his school work that he has the "stuff" and who can convince an employer of his interest in his company has no worry so far as a job is concerned.

DEVELOPMENT OF REGIONAL ORGANIZATIONS

WALDO E. FISHER
Industrial Research Department, the Wharton School of
Finance and Commerce, University of Pennsylvania

THOSE who have been close to developments in personnel and industrial relations cannot help but be impressed with the growth of interest and activity in college placement

during the decade of the forties—the period which constitutes the life-span of the Association of School and College Placement.

Interest in college placement is not confined

to the growing use of schools and colleges as an important source of labor supply for technical and college-trained personnel, but in the utilization and development of improved selection instruments and procedures as well as the formulation of placement standards and ethical procedures.

The progress which has been achieved is the product of the efforts of many individuals, organizations, and agencies. Important in this group are the regional placement officers associations. These associations serve as central clearing houses at which representatives of colleges and business concerns exchange ideas and experiences, and create standards and procedures which shall govern

their relationships to each other and to applying students. Such associations have been formed in New England, the Middle Atlantic states, the Midwest, and the South. The Pacific Coast area is now in the process of organizing an association to serve that area.

The Association of School and College Placement has also made a real contribution in this field by disseminating pertinent information dealing with the problems of college placement, and by keeping before businessmen and schools and colleges the need for perfecting better relations, higher placement standards, and more effective selection techniques and procedures. The Association is to be congratulated on its tenth anniversary.

BE DETERMINED — OPPORTUNITIES CAN BE MADE!

JOHN BARR, *Placement Officer*
Temple University

THE class of 1950 is about to fare forth with one thought uppermost in their minds, namely, what are the possibilities and will there be opportunities to procure desirable employment in the field for which they have been training for the past four years.

Employment statistics are constantly reminding us that millions are unemployed and in addition we have with us always those who say, diploma or no diploma, jobs are few and opportunities fewer. The graduating class hears that there are entirely too many educated men and women for the positions available, and there is a disposition, here and there, to question the value of higher education. All this is very discouraging to seniors stepping out of the halls of learning into a very much disturbed and frustrated world to seek their opportunities and procure employment in a highly competitive market.

I believe these superficial expressions are being overemphasized, and the prophets of gloom are overdoing it. We know competi-

tion is keen and we are also aware of the fact that graduation from a college or university is no longer an unfailing passport to success or economic security. In fact, it never was and never will be.

Even though opportunities for employment are not so great as during the war, and the succeeding five years after its end, the class of 1950 should remember that they have a much better chance to procure the jobs that will be available than those who do not have college training. Other things being equal, they have the advantage over those who have less preparation and it is encouraging to know that large industries are not completely reversing their established policies of seeking college graduates through the on-the-campus program of selecting new and desirable employees.

The class of 1950 will get along and I do not hesitate to predict that those who seek employment with the same determination that was theirs when they began their university

training four years ago will, within a limited time, find their places in some desirable type of job. It must always be remembered that our great country is still a going concern, even though the levels of prosperity are not always maintained and the calamity howlers would have you believe we are headed toward complete economic and financial collapse, if not H-bomb annihilation.

My thinking has always been optimistic but at times I am a bit concerned when interviewing seniors who seem to lack the spark and enthusiasm so necessary if one is to succeed in his or her chosen field of specialization. Perhaps a revival of the pioneering spirit and determination of the men and women who first landed on the bleak shores of New England is needed now, more than at any time during the past decade, by the members of the oncoming young generation if they are to

supply the spark so badly needed to help make constant our economic prosperity. This can be brought about only through self determination and the will to succeed through your own efforts.

Government subsidization, of its people, cannot continue because it is not sound economic theory, and constantly handing out relief in the form of checks or in support of prices, be it farm or industry, has a tendency to weaken rather than strengthen those who receive it.

Through wise counsel and guidance, we shall strive to stimulate the minds of our students and graduates so that their thinking may center around the free enterprise system and the sound economic theory behind it that helped make our Nation the greatest in the world.

PUBLIC SECONDARY SCHOOLS INCREASE EMPHASIS ON PLACEMENT

ALEXANDER J. STODDARD

*Superintendent of Schools, Los Angeles Board of Education
Former Superintendent of Schools in Philadelphia*

THE last ten years have been highly significant in American education, especially from the standpoint of the development and extension of educational guidance and placement. The schools have always carried on these functions to some extent, although frequently on a more or less haphazard basis. In recent years, there has been a movement all over the country in the direction of a regularly organized and administered program of student counseling and placement, with trained personnel to carry out such a program.

The schools and colleges have established much closer contacts with the employers and are channeling their graduates directly into the kinds of positions for which they are individually fitted. Much remains yet to be

done along these lines but more than a good beginning has been made.

The Association of School and College Placement was one of the most extensive pioneers in the developments that have taken place in educational guidance and placement. Through its magazine, SCHOOL AND COLLEGE PLACEMENT, the relationships that are basic to placement have been built up and popularized. As a Superintendent of Schools, long interested in school counseling service, I hail the contribution that this organization has made toward a more reasonable preparation of our young people for their life work and toward enabling them to choose life careers for which they are better fitted and in which they can render happier and more effective service.

THE COORDINATING FUNCTION OF THE COLLEGE PLACEMENT SERVICE

WALTER D. FULLER, *President*

The Curtis Publishing Company, Philadelphia

IF the national unemployment total reaches the five million mark this year, as many observers now predict, we will be moving into a dangerous economic area, and the attention of all of us should be focused on the goal of getting employment on a high level and keeping it there.

My experience as one of the charter members of the Committee on Educational Cooperation in the days of Job Mobilization—when we were faced with a situation far more critical than that before us today—convinced me that one of the most realistic approaches we can take to this problem is by bringing together the educator and the employer. The primary job of the school and college placement service, in my opinion, is to coordinate the educational function with employer requirements, while the relationship of industry

to the service is one of sponsorship and encouragement. In this undertaking, no one loses. Industry benefits by the recruitment of educated and qualified personnel; the individual benefits by having placed at his disposal a means of exploring new job markets; and the placement service enables the school to remain a beneficial influence in the lives of its graduates.

The Association of School and College Placement has played an important part in the wide industry acceptance of the placement service concept, and in its ten years of operation has contributed a great deal toward the absorption by business and industry of the steady stream of young men and women we have been training in our schools and colleges. It can play a very important role in our economic life in the days that lie ahead.

BASIS FOR PROFESSIONAL CONTACTS

R. F. FITZGERALD

University of Pittsburgh

A REVIEW of the Association's accomplishments over the past ten-year period immediately stirs in our minds the bright possibilities which may be in store for the next ten years.

The Association's work in helping to organize the regional placement organizations gives substantial hope to the promise that in the foreseeable future, every college in the United States which has a placement program will be able to participate in the work of its regional group.

More than any other single factor, the Journal of the Association has been instrumental in giving placement officers in colleges and industries a common meeting ground from which are emerging the professional contacts so necessary to the furtherance of this work.

The University of Pittsburgh congratulates you on this your Tenth Anniversary Issue—may it be the first of many decades of progress in the field of college placement.



Additional Listing to December, 1949, Issue of College and University Graduation Dates and Placement Officers for 1949-1950

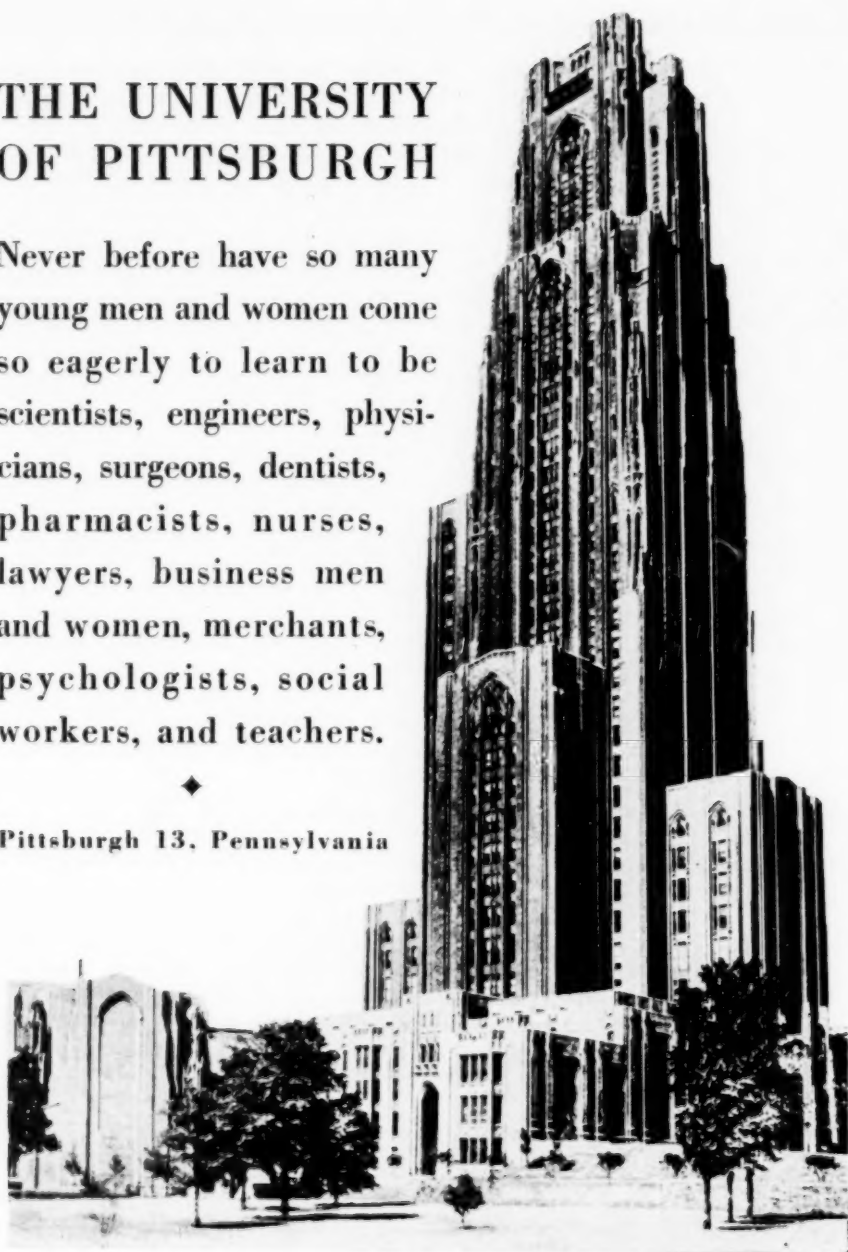
Rutgers University, Newark Colleges, N. J.—B. T. Sumner;
June 11, 1950; July 9, 1950.

THE UNIVERSITY OF PITTSBURGH

Never before have so many young men and women come so eagerly to learn to be scientists, engineers, physicians, surgeons, dentists, pharmacists, nurses, lawyers, business men and women, merchants, psychologists, social workers, and teachers.



Pittsburgh 13, Pennsylvania



WHY RECRUITERS FAIL TO RETURN TO SOME CAMPUSES

This question was posed to leading companies in four key industries—electrical manufacturing, chain store merchandizing, chemicals, steel—all of whom extensively employ college graduates.

To permit the contributors to speak more freely, their names are withheld from this presentation.

Their comments follow:

Economic Reasons

THE economic factor plays an important role in recruiting. When a large number of men are needed, it is necessary to expand the number of colleges visited; conversely, with a decline in business volume, the reverse takes place and there is a contraction in the number of schools it is necessary to visit in order to obtain the smaller number of recruits.

Your question I know goes into the method of determining which schools under a declining economy would be dropped from the list. Among the factors would be the distance of the school from the final interviewing site and the resulting travel costs, the degree of cooperation existing between the university faculty, the placement officers and the particular company, the company's "batting average" in previous recruiting campaigns, the strength or weakness of the faculty, the quality of the curriculum, and the quality of the preparation the professors give to the students preliminary to their entrance into industry (this last could be summed up as philosophy or attitude).

It is very disappointing when a carefully planned interviewing trip to a school in effect fizzles out—for example, the interviewer arrives on the campus and finds his visit was unpublicized and his interviewing schedule is not well filled, or worse still, not adhered to by the students. The greatest disappointment of all is to learn at the end of the interviews that the men interviewed were not among the best in the opinion of the faculty. There is frequently a divided fault on the part of the company, the faculty and/or place-

ment officer, but I would think most companies would be quite loathe to pay a return recruiting visit to a school where it was felt a full measure of cooperation in being able to interview the best students was not provided.

Four Point Rating Scale

When we are considering whether or not we should add a college to our recruiting list, we consider the following factors:

1. Quality of persons entering as students.
2. Caliber of professorial staff.
3. Extent and usefulness of equipment as teaching aids.
4. Curriculum.

A deficiency in any one or all of these would be likely to keep that college off our recruiting schedule.

In the case of a college which we have been visiting regularly, a continued weakness in any one or all of these factors would be sufficient reason for not returning to that campus.

The end product — e.g., students — of any college is still largely dependent upon the caliber and overall personality of the individuals entering. The college can polish the student, counsel him, guide him and train his mind but most of the basic formation of his character and personality has already been accomplished before he even enters on this college career.

Most of the people we have released have been asked to go because of weaknesses of character or personality traits. Technically they were capable of doing their jobs but were not able to work with others or had funda-

mental character weaknesses such as: lack of initiative, laziness or intellectual dishonesty.

The quality or character of the students available from a college then is important in considering whether one should continue to go to that college or not. The availability of only poor caliber students from a college would be a justifiable reason for not going back.

The caliber of the professorial staff at a college is an indication of the quality of the professional training and education the student may receive. A group of sub-standard, poorly trained, inadequate professors cannot produce a professionally well trained and educated student. On the other hand, a well trained, forward thinking, high caliber group of professors who are *real* teachers will and can produce a really excellent professionally trained person.

The curriculum and the equipment used to supplement it and to illustrate the principles covered in the curriculum are important but not nearly so important as the caliber of student entering and the professor teaching him.

The curriculum should be adequate enough to expose the student to fundamentals in his major field of endeavor and provide a basic understanding and training in the humanities. It should also be such as to train his mind and to give him sufficient background and understanding of fundamental principles so that he can contribute, to some extent, in his immediate job. The curriculum should also provide him with a base from which he can continue his studies along the specialty he finally chooses.

The equipment should be the type that would help him to understand better the basic principles. It need not be extensive but certainly should be well integrated into the lecture courses and simple enough to illustrate adequately the principles to be learned.

A fundamental weakness in the curriculum or laboratory equipment might produce a poorly trained and educated person who would fail because of this weakness.

Poorly trained and educated students from a college would be sufficient reason for not returning to that campus.

Likewise, a poorly organized, inefficiently run placement bureau at a college could be a deterrent to returning to that particular campus.

Usually a company representative is pressed for time during the recruiting season. When he arrives on a campus he wants to see a maximum number of qualified students in the minimum amount of time. After seeing the students, he desires to check records and to see the professors who know these students. A poorly organized placement bureau not properly set up to assist or to arrange for doing the above wastes the recruiter's time.

At the same time, the students at that college may be adversely affected by this inadequate placement service. The recruiter may not be able to see all the students he should or to get sufficient information on those seen, or the student may not get adequate attention from the recruiter because of the rushed and disorganized conditions.

A well organized, efficient, pleasant, well staffed and well quartered placement bureau can help a company recruiter immensely and by doing so, materially assist the students of that college in getting adequate and complete consideration from the company representative.

Any college person who has contact with the students in their training and education, or in counseling and guidance work, particularly if he is respected and well thought of by the students, can adversely affect or immeasurably help the acceptance, by the students, of any company or institution that visits the campus to recruit.

Any company or institution expects the

college personnel to be neutral and unbiased in counseling or guiding the student along employment lines. The student is seeking and should receive the real facts about any concern. *Rumors* of any sort should not be passed along to the student. The facts about the companies or institutions should be passed along to the student, allowing him to make his own decisions based on these facts. It should be ascertained beforehand that the facts are correct.

A poor acceptance by the students of a company because of rumors or partial facts that have been given to them can be a cause for not returning to a campus for recruiting.

In conclusion, a recruiter will not return to a campus where he has been unable to obtain well qualified personnel. This may be due to any of the points discussed above.

Cooperative Undertaking-College, Graduate and Company

Campus recruiting is a cooperative undertaking involving the college, the graduate and the company. Its success is substantially dependent on the spirit of cooperation which exists between these participants. From the viewpoint of the company recruiter, his continuing visits to a specific campus are governed largely by the results his company obtains, and these results seem to correlate closely with the general attitude or spirit of cooperation with which the college undertakes its placement assistance. It must be recognized

that the efforts of the company and the graduate in this behalf are also an essential ingredient, but these facets are not presently being reviewed.

In the comments which follow the accent is on the positive. A company will likely return to a campus for subsequent needs where it finds conditions favorable, as illustrated by the items following, or will likely fail to return where the situations are not generally present.

1. The caliber and interests of the students which the school attracts are equal to and fit into the company's needs so as to make the campus visit worthwhile. This applies to general ability, occupational interests and geographic interests of the graduate. If a sufficient number of a school's graduates do not desire to work in the type of industry and business concerned, or at the location where the job is, or if turnover is especially heavy among the group previously employed from the school, then it is of little value for the company to expend recruiting efforts on that campus. Results will be substantially greater from the same time and effort spent at colleges where the graduates are attuned with the opportunities for them in the respective industry or business.
2. The faculty and placement men of the school are informed on the graduates they have taught or interviewed. A faculty man who is a keen discernor of qualities



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and abilities of his students and their application to practical work situations is of inestimable value and assistance to his students and the recruiter. He has had an opportunity to observe his students over a period of time and under various situations, and his evaluation, if informed and dependable, can materially assist in proper placement of the graduate. Obviously, if faculty and placement men have little comprehension of the actual jobs in business or industry for which they are preparing their students, if their knowledge about their students is sketchy, or if their interest in being helpful in this area is lethargic, the general situation is not conducive toward engendering enthusiastic return visits by the recruiter. Of similar effect is the practice of assigning top placement and guidance responsibility at a college to relatively immature and inexperienced, even though willing, young men as the school's counterpart to the well informed and experienced recruiter who represents the progressive company of today.

3. The faculty members, the teaching methods and techniques, and the course content rank high in their effectiveness in objectively developing the student for the respective fields in business and industry. A large portion of the positions for college men require ability to analyze and integrate all the phases relating to an industrial or business problem and to come to a practical solution in light of existing conditions, rather than an attempt to rely on formulas or rules into which to fit the situation. Those schools where the education of the graduates has developed their ability to think along these lines as well as their ability to express themselves adequately orally and in writing, should find more and more recruiters visiting their campuses for the growing segment of positions in which this qualification is essential.

4. The placement office service and assistance is sincerely cooperative and helpful. Where scheduling and arrangements for interviews and group meetings are well planned and carried out, where company specifications have been generally applied, and where adequate records on the student are available to the recruiter, his time and efforts are highly productive and results usually likewise. Nobody benefits when a lot of "sight-seers" or students merely seeking information are placed on generally tight interview schedules with the probability that time limitations thus have excluded graduates with a genuine interest in seeking a career with the company in the field for which they are qualified and for which the company has need. Overlooking or forgetting to distribute booklets, application forms, or other information supplied by a company for interested graduates in advance of the interview also adversely affects the recruiter's efforts. The placement office's planning should include time on the schedule to discuss candidates with informed faculty members. This frequently can be at lunch, "coffee hour," or some other reserved period when faculty men are available. A good recruiting job is only partially done when such information cannot be obtained.

Most colleges and universities are making a sincere effort and are doing an excellent job in carrying out their part of campus recruiting. As the supply of graduates increases, those schools which develop close working relations with employers are likely to have the greatest continuity of return visits by recruiters.

Placement Office Shortcomings

The chief reasons why I fail to return to certain campuses are as follows:

1. Including persons in my schedule who do

- not meet the general specifications of age, marital status and academic qualifications furnished by me prior to the campus visit.
2. Failure to see that persons coming in for interviews have the opportunity to read descriptive material furnished by me for that purpose. We expressly request that this opportunity be given since it saves valuable time that can be used to better advantage in finding out about the individual rather than spending it repeating information that is contained in the descriptive material.
 3. Failure to set up the interview schedule on prescribed time limits. For my particular openings and for the type of interview I conduct, I request a half hour schedule with a minimum of twenty minutes. A ten or a fifteen minute schedule is useless to me.
 4. Failure to provide a private space for interviewing. Interviewing in hallways, sharing rooms with representatives of other companies or interviewing in offices where people are working makes a visit useless. The space does not have to be large or the furnishings luxurious—just private, that's all I ask.
 5. Running campus "big wheels" through the schedule to give us a treat, especially when these men tell us that they plan to go to graduate school or into professional athletics.
 6. Cramming the schedule with the hard-to-place members of a class in the hope that we will slip and hire one or that at least these students will gain experience from such interviews. One or two of these are all right, but when half the schedule is so taken up, I consider it an imposition.
 7. Posting the notice of my visit on the bulletin board the day of my visit, with no other effort to line up people for my schedule.

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Harold Stassen

President



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U N I V E R S I T Y
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PLACEMENT IN A LIBERAL ARTS COLLEGE

G. H. ESTABROOKS

*Placement Bureau, Colgate University
Hamilton, New York*

Dr. Estabrooks received his A. B. degree from Acadia University, Nova Scotia. He was a Rhodes Scholar from 1921-24 and received his Ph.D. degree from Harvard University in 1926.

In addition to his duties as Director of Placement, he is Chairman of the Department of Psychology and Coordinator of Veterans Affairs.

THE liberal arts college is facing somewhat of a crisis in this matter of placement. Our various institutions are graduating roughly twice the number of men graduated in pre-war years. Even before the war we had problems placing our young alumni. Those problems are now greatly accentuated and the merest hint of a recession makes them positively acute.

I think one can safely say that the record of placement at Colgate is quite as satisfactory as it was in pre-war years and I submit this article in the hope that it may be of help to other colleges in establishing procedures to meet a possible crisis. I propose nothing which cannot be used by any other institution and which should involve great additional expense.

By way of background I would say that I have been Director of Placement at Colgate for twenty-one years. In addition, I am Chairman of the Psychology Department, Coordinator of Veterans Affairs, and do not regard myself as an overworked individual. I should add that I carry a teaching load of six hours a week and my classes are not small.

My actual office set up is far from expensive. I use the equivalent of one full-time secretary. In view of other work which flows through this office the actual placement work could easily be carried by one competent girl giving one half her time.

But there are certain factors which make this possible, otherwise the time demands both on my office and on myself could easily be doubled or trebled. In the course of twenty-

one years I have tried just about every device to prepare my seniors for the transition from college to the world of business, for my office handles only placement in business and industry. Two-thirds of our men go directly into various business or industrial openings and the graduating classes in 1948 numbered about three hundred and seventy individuals.

Industrial Psychology Course Offered

With the consent and cooperation of the college administration, we have finally worked out the following procedure which appears fairly satisfactory from our viewpoint. For example, we graduated about one hundred seniors in February 1950. I offered one section of industrial psychology this fall to cover the needs of these men. They started off with Boynton's book "*Six Ways to Get a Job*" and followed this with a regular text in industrial psychology.

The average class size at Colgate is below twenty-five, but this class contained forty seniors, most of whom graduated in February. It gave me the opportunity of indoctrinating these men as to placement procedures. Industrial psychology also is an excellent avenue through which to describe the transition from college to industry and to paint a general picture as to what may be expected in the cold world outside the walls of Alma Mater. In June we will graduate about three hundred and fifty men and I will offer two sections of this same course, both sections containing about seventy men each.

This class also serves other very important functions. It meets in the Psychology Depart-

ment which is next to the actual placement offices. So it is relatively simple to withdraw some long-suffering personnel man from his interviewing schedule and have him address the class in question. The seniors appreciate this procedure.

I have found another little trick very useful in the general briefing program. Each year I make a survey of the alumni who have been out ten and twenty years, this year covering the classes of 1930 and 1940. I feed the results of this survey to my seniors, breaking it down, of course, as to salary and occupation. *I find this is very helpful.* I assure them that I do not for one moment question the fact that they are a bunch of geniuses, but here are two other groups of geniuses and here are the results. I suggest that we cut ourselves down to size.

As a result of the class in industrial psychology I get to know the great majority of the graduating seniors who will need the services of the placement bureau and am able to answer most questions in class. Consequently the time necessary for individual interviews is cut to a minimum. In many cases it is merely the formality of completing my placement form. The task would simply be impossible if I had to take each man "cold," brief him in placement procedures and become familiar with his personality picture. I suppose laziness is the mother of invention.

The actual placement procedure is also streamlined. I find there is not much difficulty in screening the men. They screen themselves. The administration at Colgate has been extremely cooperative and by accident or design has established a set up which is almost ideal.

Let us take an example. Last June, 1943, there were forty-nine firms sending personnel representatives to the campus. Each week my office issued a mimeographed schedule for the following week, giving a short description of the type of job openings with each particular firm. These were for the benefit of the

graduating seniors. I was able to describe the firms in class and to answer in as far as I could, all questions of a specific nature.

Equally important is the fact that the great majority of these firms preceded their individual interviews with a group interview. At Colgate we have a chapel period from 9:55 a. m. to 10:25 a. m., or roughly, half an hour Monday through Friday. Chapel is not compulsory, so this period, free from classes is also free for a group interview. I find that most personnel men can give an excellent picture of their organization in this half hour period. In some cases the group interview is held the previous night at Colgate Inn.

These group interviews I regard as extremely valuable. They save the personnel man a vast amount of repetition at the individual interviews which follow and allow him to concentrate on appraising the individual senior. They also give the senior an opportunity of appraising the prospective job. The seniors screen themselves as to whether or not they will take the individual interviews and generally do a very good job. Needless to say, they have also the background of the particular firm in question as given them in the class in industrial psychology.

Undergraduate Attitude

Here I would like to mention plaintively a curious attitude which seems to be that of our undergraduate. I make it clear to all students from the freshman class up that they are welcome at these group interviews. I point out to them that there is no better vocational guidance device than simply listening to individual personnel men describe job opportunities with their individual organizations.

The results here are practically zero. It would seem that the undergraduate had adopted the philosophy of a place for everything and everything in its place. The place of placement is in the last semester of the

senior year and no amount of advice or pressure on my part can alter that philosophy.

There is another little device which I would recommend as a tremendous time saver. We employ the usual placement form which contains two pages of rather detailed information. From this we prepare a thumb nail sketch on each man, a very brief summary on a three by five card.

These cards contain such information as age, marital status, home address, military experience, department of concentration, quality points, extra-curricular activities. They are invaluable. I find that most personnel men simply do not ask to see the larger form. They can glance over one of these thumb nail sketches and form a fairly accurate appraisal of the senior in a matter of ten seconds. Time is of the essence to the professional interviewer, and if he wishes to take these cards away with him, the making of duplicates is a mere chore.

May I also point out another very important angle. I warn the seniors that these personnel men come on the campus with one specific assignment, namely the obtaining of potential employes for their particular firms. They are *not* general counselors and are to be left strictly alone after they have finished their duties in my office. Certain seniors feel that the arrival of these men on the campus is a golden opportunity for a one hour talk over their personnel problems. This can be arranged when necessary, but not within the framework of a recruiting trip.

I would follow this statement by another dealing with the general problem of service. I am literally the errand boy of industry when any of these men come to Colgate. I visit them the night previous at the Inn. We have lunch and dinner together and I stay with them until they leave the campus.

There are always questions which have to be answered and in some cases they wish to

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meet specific faculty members. If I am always on tap, these matters can be handled on the spot and in very short order. More than once they have come to me figuratively grinding their teeth over treatment they have received elsewhere. They were assigned to an office, a host of completely unscreened and unprepared applicants swarmed down on them, and they did not even see the director of placement. This sort of thing can be very bad for the institution at fault.

New York City Placement Office

Actually we maintain a full time alumni service office in New York City which performs a variety of duties. This was first made possible by the generosity of one alumnus. The bulk of the expense is now borne by the alumni corporation, which recognizes this office's great importance in these days.

This office, called the Colgate University Alumni Service, was originally set up as an emergency measure to help our returning veterans although it now services all alumni. Here we maintain a full-time secretary and Professor C. E. Gates, Chairman of the German Department at Colgate, has supervision over the office activities. Actually he spends three days every two weeks in this city office in his capacity as director.

As is so often the case, a relatively minor function of this office at its inception has now assumed major importance, namely that of placing our graduating seniors. Originally intended to service the returning veterans and to replace displaced Colgate alumni, it still functions in the latter capacity. It is also a godsend to graduating seniors, now that the placement situation has returned to normal after the war shortages have been filled.

From the viewpoint of the personnel man with the business organization, there are many advantages to having a potential source of supply on the end of a telephone line. Also, the campus placement office can do a much

better job with an all-year service in a great placement center.

Openings with industry often come quickly and close just as quickly. This is particularly true with the small business which requires at most, say one or two men a year. When they want the man in question it is usually a rush order. The ordinary placement bureau, functioning from the college campus is at a severe disadvantage, in giving satisfaction to these small concerns.

Alumni Clubs

We also follow the usual pattern of organizing our various alumni clubs throughout the nation so that in each club we have one man whose main function is one of guidance and counseling. The alumni in question however do not wish to be called "placement" men since this appears to saddle them with too much responsibility.

There is, of course, the matter of expense. Our alumni corporation pays the bill which amounts to roughly \$7000 a year. I believe that this money is very well spent and that this expenditure is a logical duty of the alumni body.

Indeed, I can see no reason why two or three liberal arts colleges should not combine and support a placement office in their nearest big placement center. In our viewpoint such service has almost become a "must." We see its effect in the attitude of our graduating seniors. I told them quite bluntly that there would not be enough firms on the campus this past winter to absorb more than one half of the group which graduated in February.

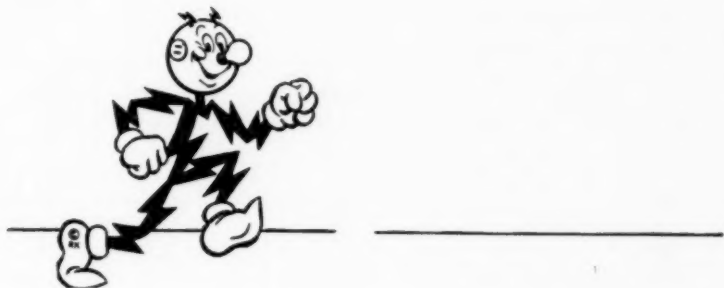
Normally this would have been very bad for the senior morale. However, when they were assured that the New York City office assumed responsibility where the campus center signed off, so to speak, and when they were confronted with the record of our recent graduates, they did not seem particularly disturbed.

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Dr. Conwell, founder of Temple University, was the young clergyman who heard this ancient legend in 1870 while on a trip from Bagdad to Nineveh on the Tigris River. It so impressed him that he made it the basis for his famous lecture "Acres of Diamonds" which earned millions of dollars. With this money, Dr. Conwell founded Temple University which was dedicated to the ideal of "making an education possible for all young men and young women who have good minds and the will to work . . ." *We will be glad to send, on request, the latest edition of Dr. Conwell's famous lecture, "Acres of Diamonds."*

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PLACEMENT OFFICE SURVEY

ROBERT D. McCABE, *Director of Placement*
Fordham University, New York

Mr. McCabe has been Director of Placement at Fordham University since March 1946. Previously, he had been Executive Assistant to the Regional Director for the states of New York and New Jersey of the United States Civil Service Commission after prior service with that Commission as an Investigator and Recruiting Representative. Before entering government service, Mr. McCabe taught at Xavier High School in New York City and Loyola High School in Baltimore, Maryland.

Mr. McCabe is a member of the American Bar Association, New York State Bar Association, Catholic Lawyers Guild, Eastern College Personnel Officers, New York Personnel Management Association and the College-Federal Agency Council.

He received his A.B. degree from Fordham College in 1931, attended the Fordham Graduate School in 1932 and 1933 and received his LL.B. degree from St. John's University in 1940.

THE data reported below were obtained through a survey in which placement officials of seventy outstanding universities and colleges were invited to participate. A letter and questionnaire were sent to the persons from whom information was requested and it was made clear that the results would be reported in such a manner as to preserve the anonymity of those supplying the necessary details.

Fifty-seven schools (or over 81%) replied, which is an astonishingly high percentage and one that indicates considerable interest on the part of those to whom the questionnaires were directed. Thirty-eight replies were received from the forty-seven men's colleges and nineteen replies were received from the twenty-three women's colleges.

At least 50% of the replies indicated that the placement staff had other duties considered equally as significant as their placement activities. In most cases this involved vocational guidance and student counseling, but others were responsible for teaching, student activities, alumni activities, publicity, school paper, etc. This condition existed in schools of all sizes, but was naturally more prevalent in the smaller schools.

In this connection, it may be of interest to recall some actual remarks volunteered by those contributing to the survey:

"We are definitely understaffed and

under-appropriated. Our quarters are adequate, but our people are grossly overworked. This college spends fifteen times our annual budget on admissions, and I have had to fight a 30% cut for fiscal 1949-50 in the face of a 63% increase in the size of the senior class over this year. Only last year was placement adjudged a fulltime job for the director; to that point he had been doubling in brass as director of student activities. O tempora, o mores!"

* * * * *

"Director of Placement is also Recorder, hence no time for proper placement work. Insufficient staff—situation entirely inadequate and unsatisfactory!"

* * * * *

"Also handles remedial reading, speech pathology, personal counseling, group therapy for asthmatic and accident-prone students. In charge of high-school contacts and college credit examinations."

* * * * *

"In charge of vocation guidance, handles part of freshman orientation program, teaches two courses in educational guidance."

* * * * *

"This placement office is half vocational guidance, and involves general college personnel work at times (at entrance of stu-

dents). Conference and memberships paid for by the placement officer! Since he has faculty status here, he apparently also has the faculty privilege of paying. I hope the information will be sent to presidents of colleges."

* * * * *

"I believe that a survey on the administrative standing of the placement director would be very interesting. Whom does he report to and how much consideration is given to the importance of his work by the Administration?"

* * * * *

The survey results, broken down into various categories as indicated, were as follows:

I. (ALL SCHOOLS)

A. The salary range for placement directors was \$8,500 to \$2,600 with an average of \$4,419.11, which is probably too low because it is distorted by the fact that ten of the fifty-seven schools reporting did not give salary information at all. Two gave lump-sum figures of \$45,000 and \$15,000 respectively, which represented total payroll and could not be averaged in; and two gave figures only for the time actually spent on placement. In addition, it would appear that some of the larger schools did not reply to the questionnaire at all since only five having 10,000 or more students are included. This would tend to lower the average salary figure also, on the assumption that the larger schools would have larger placement budgets.

B. Staff size ranged from eighteen down to zero with only five schools employing ten or more people in addition to the director. The average with 3.25.

C. Promotional expense ranged from \$1,650 down to \$40, with five schools not answering this question. Again there were only five schools spending \$1,000 or more for

promotional purposes and only two of these were included in the group of five schools covered by Section 2 immediately preceding. The average was \$367.47.

II. (MEN'S COLLEGES)

A. The salary range for placement directors was \$8,500 to \$3,000 with an average salary of \$4,904.40, which again is probably low because of the distortion mentioned in Part I above. This affects men's colleges almost entirely since only one women's college out of those replying gave what might be called a non-responsive answer, while thirteen men's colleges were in this category.

B. Staff size ranged from eighteen down to zero with an average of 3.90.

C. Promotional expense ranged from \$1,650 down to \$40 with an average of \$411.72. Again this figure is probably low because of the failure of three colleges to report on this item and one, with a \$45,000 payroll, presumably would also have had a respectable amount for promotional purposes.

III. (WOMEN'S COLLEGES)

A. The salary range for placement directors was \$5,000 to \$2,600 with an average of \$3,615.79.

B. Staff size ranged from five down to zero with an average of 1.76.

C. Promotional expense ranged from \$1,235 down to \$25, with two schools not reporting, for an average of \$329.15.

IV. (BREAKDOWN OF DATA BY SIZE OF COLLEGE)

A. 10,000 or more students.

1. Salary range of directors was from \$8,500 to \$3,600 with an average of \$6,300, which is probably low because of the fact that one school gave a lump-sum figure of \$45,000 for total payroll which could not be averaged in.

2. Size of staff ranged downward from eighteen to one with an average of 9.4.
3. Promotional expense ranged from \$1,000 to \$25 with an average of \$493.75, one school not reporting on this question.

B. 5,000 to 9,999 students.

1. Salary range was from \$6,000 to \$2,800 with an average of \$4,318.33.
2. Size of staff ranged from ten to two with an average of 5.5.
3. Promotional expense ranged from \$1,100 to \$182 with an average of \$558.67 and only one school spending over \$650.

C. 2,500 to 4,999 students.

1. Salary range was from \$6,000 to \$3,400 with an average of \$4,400. This probably is incorrect because one school in this category did not report on this question; one stated only that part of the director's salary which could be accredited to placement; and one gave a lump-sum figure of \$15,000 which included the total payroll.
2. The size of staff ranged from eight down to zero, with only two schools having seven or more people on their staff. The average is 3.25.
3. The promotional expense ranged from \$1,650 to \$270 with an average of approximately \$640.33, and with one school not reporting.

D. 1,000 to 2,499 students.

1. The Directors' salaries ranged from \$6,000 to \$3,200 with an average of \$4,399.23, and three schools not reporting on this subject.
2. The size of staff ranged from seven down to one with an average of 2.6.
3. Promotional expense ranged from \$1,235 to \$50 with an average of \$462.44, and with one school not reporting.

E. 500 to 999 students.

1. The salary range was from \$7,000 to \$2,600 with an average of \$4,300 and two schools not reporting.
2. The size of staff ranged from two to zero with an average of 1.
3. Promotional expense ranged from approximately \$1,250 to \$75 with an average of \$301.13 and two schools not reporting.

F. Less than 500 students.

1. The salary range is \$3,600 to \$2,860 with an average of \$3153.33 and one school not reporting.
2. The size of staff ranged from one to zero with an average of 1.
3. The promotional expense ranged from \$725.50 to approximately \$40, with an average of \$291.37.

N.B.: In the figures cited above, only full-time staff members exclusive of the director are included and promotional expense refers only to sums expended for hospitality, field trips, conference attendance, memberships, and professional books and magazines. In addition, a further distortion of salary figures is caused by the fact that some represent payment on a nine-months basis and others are exclusive of maintenance, which, if added to actual salary, would raise the averages.

While these figures are necessarily incomplete, they cover a sufficiently large number and variety of representative colleges to shed at least some light on placement problems from the placement staffs' point of view.

It is, of course, obvious that wide discrepancies and disparities exist between, and also within, various classes of schools. If this survey serves only to point them up and to stimulate the thinking of those interested in college placement work, the efforts of those who participated in this project, will have been amply rewarded.

JOBS FOR ENGINEERS*

**JAMES R. JAKES, Assistant Director,
Bureau of Personnel Service, University of Tennessee, Knoxville
and President, Southern College Placement Officers Association**

Mr. Jakes has done undergraduate and graduate work at the University of Tennessee. He served as a Statistical Control Officer in World War II, and came to the University of Tennessee Bureau of Personnel Service from the United States Steel Corporation of Delaware, where he was a member of the internal audit staff.

He is currently President of the Southern College Placement Officers Association and a member of the National Vocational Guidance Association, National Institutional Teacher Placement Association and American College Personnel Association.

* Reprinted from the Tennessee Engineer, January, 1950.

SOMEONE has said that the United States normally needs 15,000 to 20,000 engineers a year to replace those who retire and die during the year. During 1949, there were about 43,000 B.S. degrees and about 6,138 M.S. degrees granted in the field of engineering.¹ This graduating group was the peak output by the colleges, and will probably drop to, say, 23,000 to 25,000 within the next two years. The huge demand created by the war and the post-war periods has generally been filled. What then, happens to the engineers that are now receiving their degrees, and those who will receive their degrees within the next few years? This problem has caused no little concern to educators and to industry itself.

Dean N. W. Dougherty, of the University of Tennessee College of Engineering, has delivered a talk on "Can We Educate Beyond Our Needs?" Mr. M. E. Boring, of the General Electric Company, has done outstanding work in following the placement trends of engineers. The Bureau of Labor Statistics has surveyed the field and issued a pamphlet "Employment Outlook for Engineers." College placement officers throughout the country, in their regional groups and associations, have met to compare trends and make plans for the future. Many other people and organizations are closely watching developments in this professional field. So you see, many attempts are

being made to see what is happening to the graduates of our engineering schools.

But notice, we said, "see what is happening." My personal conviction is that no one can foretell what *will* happen, in engineering or any other field. To attempt to limit or establish arbitrary quotas for different types of training is contrary to our concept of free choice of education. Furthermore, to attempt to guide the college freshman into types of training based solely on demand *now*, rather than four years from now, is silly. So we come back to counseling students about types of training, based on their abilities and interests, with *current* demand serving merely as an indication of what might be in the future.

Current Demand

So, what is the current picture? A recent survey of 111 engineering colleges throughout the country reveals that as of November 1949, eighteen percent of the engineering seniors of the 1949 classes had not reported to their schools concerning their employment status.² The other eighty-two percent have either been placed in positions or have entered graduate schools. We have just completed a similar survey of the 1949 engineering graduates of the University of Tennessee. The results remarkably coincide with the national averages, almost to the percent.

But a word of warning creeps in here. Some of these seniors entered graduate work,

¹ These figures resulted from a recent study by the Committee on Enrollment Statistics and the General Survey Committee of the American Society for Engineering Education.

² Information from letter of Mr. M. E. Boring, Chairman, General Survey Committee, American Society for Engineering Education.

here and in other schools, because *they did not get jobs*. The consensus of placement officers at Auburn, Vanderbilt, and several other southern universities bears out our own observations. At the present time, there is a big demand for civil engineers, caused by construction throughout the country. A steady demand exists for chemical engineers, industrial engineers and mechanical engineers. But electrical engineers are having rougher sledding. As our boom period recedes, the need for more placement work will increase.

What is the answer? Simply, there is no *one* answer. But several things can help: (1) if there is plant expansion, more jobs are created; (2) if our government enters into more extensive rearmament and defense preparations, more jobs are created; (3) our graduates can shift into fields allied to engineering, such as sales and administrative work; (4) the college graduate in the future may have to start out one rung lower on the ladder than he has in the past; (5) smaller industries could very profitably use engineering graduates. Professor Wiley Thomas, of the University of Tennessee College of Engineering, recently completed a survey which indicated that many small and medium-sized concerns in Tennessee might well use engineering graduates to great advantage where such technically trained people have not been used in the past. Here then, lies one of the great hopes of Tennessee industry, of educators, and of the engineering graduates themselves.

In speaking of placement of engineers, or any other graduates, a basic philosophy must be understood. More and more, colleges are recognizing that placement has become an important part of education, in that the student should be helped to make the most important jump from college to vocation. Within the past six months, five colleges in the south-east have contacted us for help in setting up an effective placement program. Others

throughout the country are doing the same thing. Regional groups of professional placement officials, such as the Southern College Placement Officers Association, find expression through the national magazine, *SCHOOL AND COLLEGE PLACEMENT*.

How does placement work? A placement office should serve as a clearing-house of information, a service to students, faculty, and employers. It should *not* become a crutch for the student to lean upon, expecting a job handed him on a silver platter. Rather, the placement office should help the student prepare himself for a job-getting campaign, furnish him information on employers, uncover position opportunities, arrange interviews between employers and the graduates, maintain and furnish to employers personnel records on its graduates, and furnish advice on current trends in employment. But in the final analysis, it is the responsibility of the senior or graduate *to get his own job*, using,

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*Aptitude testing, vocational counseling, and
a placement service are integral parts
of the college program.*

•

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of course, all the help he can get. We should encourage our seniors, at the *beginning* of their senior year, to start their search for their life's work.

Future Outlook

What of the future? Dr. Frank Endicott has reported that: "A total of 132 companies supplied data on the number of graduates employed during 1949 and also the number to be employed in 1950. These 132 companies employed a total of 2,373 beginning engineers last year and plan to employ only 1,861 next year, a decline of 22 percent. The reported drop in the employment of non-engineers is 24 percent. College enrollments, however, remain high. It seems likely, therefore, that the graduates of 1950 will find it necessary to do more job hunting 'on their own.' Competition will be keener. Business and industrial concerns will be more selective. Furthermore, there is a marked decline in the number of colleges and universities which the recruiting officers plan to visit next year. Apparently the peak of the employment of inexperienced college graduates by business and industry was reached in late 1948 or early 1949."³

The Bureau of Labor Statistics has completed an exhaustive study on the "Employment Outlook for Engineers." Let us quote their major findings:

(1) After the next few years, if engineering enrollments decline to levels suggested by past trends and if the oversupply of graduates is absorbed into other types of work, opportunities for new graduates will be considerably better.

(2) Over the next decade engineering school facilities and instructional staff should be provided to meet a demand for roughly twice as many graduates as were turned out annually in the prewar decade.

(3) Salaries of younger engineers have in-

creased relative to those of more experienced men in recent years. Earnings of beginning electrical engineers, for example, increased 66 percent from 1929 to 1946, those of engineers with 10 years experience 22 percent, and those of men with 25 years experience 11 percent.

(4) The greatest increase in earnings of engineers occurs in the first ten years of experience; after about 30 years of experience there tends to be a leveling off of average salaries.

(5) Good training is increasingly important in the profession. Engineers with the Master's degree earn, on the average, slightly more than those with the Bachelor's, but men with the Doctor's degree earn considerably more than either of these groups.

(6) The profession offers employment flexibility; between 1939 and 1946 more than 30 percent of the engineers changed employment location from one State to another, at least 25 percent changed their industry field, and from 8 to 14 percent of these employed in each of the major branches of the profession in 1939 had moved to another branch by 1946. Close relationship among the branches and similarity of basic training is also reflected in the fact that more than 20 percent of the engineers were educated in a branch of engineering other than that in which they were employed in 1946.⁴

At the present time, there are nearly two and a half million students in colleges throughout this country. As the general level of education rises—which is an excellent thing—competition will become keener. This competition for jobs will place an increasing premium on training. More and more employers in this world of work will look to the colleges for technically trained employees. This state of affairs is a healthy one, especially when we remember that this country was founded and has prospered on the principle of competition.

³ "Trends in the Employment of College and University Graduates in Business and Industry," Dr. Frank S. Endicott, Director of Placement, Northwestern University.

⁴ "Employment Outlook for Engineers," Bureau of Labor Statistics, June 1949.

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GEORGIA BUSINESS REPRESENTATIVES COMMENT ON TRAINING AND JOB OPPORTUNITIES

The following observations resulted from a survey on school and college placement among the industries of Georgia. While these statements were made by company representatives in one state, they are applicable to colleges and students throughout the country.

In the light of declining job opportunities, placement officers will find these comments of interest, especially since some of those contributing represent the smaller companies to which colleges are turning to place some of their graduates.

THE vice president of a steel company says, "Colleges should do all they can to instill within their graduates a willingness to work at whatever may be available in their chosen field. Too often they regard themselves as specialists upon graduation, and appear reticent to serve necessary apprenticeships for future responsibilities. Many of them look for a "guaranteed" future, which not many in management are willing or able to offer.

"While many businesses select outstanding individuals, many are equally as willing to employ those who may not have ranked as high in scholarship, if the graduates exhibit a willingness to work. Loyalty, integrity, personality, and a conscientious application to the job at hand are often more valuable than a prior knowledge of many of the technical aspects of a job. The last can usually be taught after placement. Colleges can do much to engender the first three.

"Regardless of the college degree offered, a basic training in the working of our American economic system should be a part of every college curriculum. Too often the engineer is lacking in knowledge of the commercial phases of his business. Too often the engineering, the business administration and the liberal arts graduate has been subjected to theoretical and warped instruction as to the real value of a democracy of opportunity which allows free choice and individual enterprise.

"There should be a closer cooperation between the educational world and business, so

that each will have a better understanding of the problems and aims of the other."

From another company official, "You state correctly that as employment levels off and college enrollment remains high, industry will pick off the outstanding graduates. As to the others, I believe that the answer to their problem lies in better coordination between industry and the school. I mean definite planning in which industry or, say, the particular business concerned tells the school its probable needs so that the school can plan accordingly.

"I believe that many more students could, to the mutual advantage of themselves and the employer, take a cooperative course. Any student who takes this course, stays with it for five years and really does his work well at both school and plant has no problems when it comes to graduation. He already has an assured job.

"This will illustrate my point. The president of our company who majored in chemistry, took the cooperative course. His education was paid for by the money he earned and when he graduated, he had a variety of experience with several concerns which enabled him to grasp the practical problems and to advance far more rapidly than he otherwise could have done. I say this because I have had the opportunity to compare this man with many others in similar positions who are also college-bred but who did not have the practical experience during their college training.

"You ask, 'What should the colleges do to

meet the situation and what should the high schools do?" I believe that they should all endeavor to work more closely together in planning for the training and future employment of the students. I believe that perhaps, a joint committee of the college, the high school and industry should be formed for the exchange of ideas and the development of plans. I think it would be very helpful if some of the particularly successful cooperative students could be consulted in connection with this. I feel they would have something very practical to add to the ideas of the others.

"In answer to the third part of your second question, 'What should business and industry do?' I think that they could very well forecast their needs in the various departments of their business and put these plainly before the school so that the scholastic training can be developed to the best advantage of all concerned.

A man in the auto parts business comments, "Our experience in the past with most college graduates has been that they do not want to learn the real fundamentals of our business by working with their hands.

"We believe that your colleges can do some good by impressing upon the students the fact that although a college education is a grand thing and necessary, yet the practical end of any business is also very important."

The general manager of a cabinet company says, "Referring to the employment of the least outstanding individuals, we have had occasions in interviewing a few of these and they seem to have an overrated idea of their worth. You will understand that in a plant or factory, the education received is just a grounding and a man becomes valuable only as he gains experience in the company's processes. We feel that your students should be coached in the idea that they will have to start more or less at the bottom and work themselves up. We have noticed that some

graduates have not acquired the ability to get along with all types of people. In industrial relations work or industrial engineering, a man is in contact with all types of people and the ability to get along with them is very important."

Commenting on wage scales a company official states that:

"We are finding today that college graduates are in a rather peculiar situation when employed by industries where union labor is involved. In most instances skilled union labor is paid on an hourly basis, the rate of which is generally considerably higher than the rate at which you can afford to pay a college graduate just out of school. After a few months of employment, we find that the college graduate resents this condition and becomes dissatisfied. We believe that the authorities in the colleges can help this situation by endeavoring to explain to the college graduates that from an overall picture their position in industry is more secure and in the final analysis their rate of pay will be considerably higher.

"Recently we had an occasion to employ a cost accountant who is a college graduate and have found that he is one of the few interviewed who was willing to start at a salary commensurate with the position to be filled. The individual understood that being just out of college he had much to learn in a new position. He was willing to take his chances at future pay, based on the knowledge and experience he would gain in this new position.

"Personally, I am of the opinion that in the not too distant future college graduates will be accepting positions in industry and training departments for skilled mechanics such as, in our case, pressmen's helpers, machine operators, etc. It may be necessary for the various schools to impress this upon the students during their college career."

EMPLOYMENT PROSPECTS FOR THE CLASS OF 1950

ROBERT CALVERT, JR., *Director*
Vocational Guidance and Placement
Hanover College, Hanover, Indiana

Mr. Calvert is a graduate of Oberlin College. During his undergraduate years there he held an editorial position on the college newspaper and played varsity football. At present, he is president of his alumni class.

During the war Mr. Calvert served in Europe with the Armored Infantry. He later was employed in the Consumer Credit Department of the Chase National Bank of New York.

Mr. Calvert received his A.M. in Student Personnel Administration from the Teachers College, Columbia University. While studying there he was associated with the University Placement Bureau.

ONE of the most important things to be considered in selecting a vocation is the immediate prospects for employment in a given field. Only the economic aspects of employment will be considered to the exclusion of the most important social or ethical implications of the various vocations.

The difficulty inherent in any attempt to forecast the economic future is best illustrated by looking back to January, 1949. In his inaugural address, President Truman urged, among other things, federal power to curb inflation and national ownership of some steel mills to step up production. Just five months later, in June, 1949, the big problems in Washington were what to do to encourage the upward spiral of production and prices and how to get more customers for steel mills operating at 2/3 of capacity. Therefore, this forecast is given with tongue in cheek and should be received accordingly.

Looking specifically at the class of 1950, it is interesting to think briefly about the economic picture during the four years this group has been in college. In 1946, when this class was the freshman group, there were no new cars, no white shirts, and jobs were short as retooling was still in progress. The hiring phase of our post-war boom was just beginning.

As this class passed through its freshman, sophomore, and junior years great changes

took place in our economy. New cars appeared in back of fraternity houses, Al Capp invented the Shmoo, and a girl could expect her date to wear a white shirt instead of a khaki one. All over the country, wages, production, and prices rose simultaneously. 60,000,000 people were employed, or exploited as our Communist friends would say.

Last winter, as the class of 1950 thought about the choice of the annual junior prom vs. another type of program, unrest and mild unemployment spread all over the country. A nation-wide fear of depression cut business activity to a new low, despite the fact that 53,000,000 people were still employed. In June, 1949, last year's graduating class found it difficult to find employment in many lines.

For many reasons a depression did not materialize. Too many people still had war time savings, and unions refused to permit wage cuts. Unemployment insurance, dividends on stocks, and government spending kept money pouring into our economy.

The general picture, at least for the next few months looks favorable. Stores are building up inventories for the first time in a year. A 2.3 billion dollar G. I. insurance refund will put up to several hundred dollars in the hands of some 15,000,000 veterans. More cars were manufactured in the first ten months of 1949 than were turned out in the whole of 1948, the previous annual high.

Wage increases following the fourth round of strikes averaged eight cents an hour.

Perhaps this is optimistic, but optimism is one of the prerequisites for successful job hunting. The current steel and coal strikes slowed down our economy but now that they are settled business should strike out for higher levels.

A student may say to himself, "But I want to teach high school chemistry and of what importance to me are G. I. insurance refunds and the current record automobile production as far as my chances of getting a job are concerned." The answer is that if economic conditions are good and if industry is hiring chemists, that student may have only two competitors for that job. If, however, the outlook for chemists is poor then he may expect to find six, ten, or more qualified candidates all competing with him for that position.

Getting down to specific facts about fields of interest to college seniors let us examine in turn the employment prospects in the following fields: (1) business, (2) scientific occupations, (3) teaching, (4) social work, (5) journalism, (6) personnel work, (7) jobs as airline hostesses, (8) law, (9) medicine, (10) engineering and (11) other fields.

Business

Business administration is one of the most popular majors in colleges today. In the last ten years, business has attracted an increasingly greater percentage of college graduates than ever before in our history. In addition to the large numbers of college-trained people entering business in the usual ways, 100,000 college men and women have been accepted for formal training programs since 1942. Wages for beginners in business have risen from an average of \$1500 a year



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in 1939 to \$2700 in 1949. An Iron Curtain, however, fell down on employment in business in the middle of last winter. How far up that curtain will rise, no one knows?

As far as the class of 1950 is concerned, fewer men will be selected for training programs than in the past. One of the largest banks in the country recently announced a recruiting plan that is typical of industry's present attitude. Under this plan college men will be hired for specific jobs in the bank's organization. If, after one year of service, these men prove to be outstanding employees they will then, and only then, be given a year's executive training course.

The greatest opportunities for business administration graduates today lie in the field of sales. One authority has estimated that there are jobs today for half a million good salesmen.

Scientific Occupations

A large percent of the members of the class of 1950 is majoring in the *physical sciences*. The employment prospects for A.B.'s or B.S.'s in the fields of chemistry, physics, and geology are not so good as they were in 1943 and the two years just preceding. The jobs that are available pay around \$3000 a year. Advanced degrees are particularly important in these fields. A PhD. in chemistry, for example, today may take his pick of a number of jobs at \$3600 a year. DuPont starts its PhD. chemists at \$4300 a year.

Teaching

Teaching is once again one of the most popular fields in American colleges as well as the largest profession in the country. Salaries for beginners have risen from \$1800 or \$2000 in 1945 to \$2400 or \$2800 today, thanks to a great nation-wide campaign to improve our schools. The shortage of high school teachers has disappeared in many areas. The

emphasis now lies on replacing inferior teachers with better trained and qualified personnel.

Social studies, the biological sciences, and men's physical education are the most crowded fields at the high school level. The next most crowded fields are English and commercial subjects. Foreign languages, the physical sciences, and women's physical education are not as crowded. The greatest shortage of high school teachers exists in the fields of music, library science, and speech.

According to a recent issue of *Life* magazine, the wartime crop of babies is now entering the elementary grades. The greatest opportunities in education today lie at the grade school level. In terms of relative numbers, for every 315 high school teachers and 155 college professors and instructors, there are 570 elementary school teachers. In most places a single salary scale covers both high and grade school teachers.

Social Work

The door is wide open as far as positions in *social work* are concerned. Because of the great shortage of trained workers, persons without graduate work are being hired as case workers in many states. Salaries range from \$2200 to \$3500, with administrators receiving more. Professional training is a must, however, for eventual success in this field.

Journalism

Journalism is similar to teaching as beginners start work in a country town and work towards the larger cities and higher salaries with experience. Competition is tough and experience difficult to obtain. Cub reporters start at \$1800 to \$2400 a year. The *New York Times* starts its reporters at \$4000 a year. Experienced reporters receive \$4500 to \$6000 a year, plus ulcers. All workers on the large city dailies are well-paid. An experienced

proof-reader, for example, makes as high as \$5200 a year.

Personnel Work

What about the prospects for *personnel workers*? There are 30,000 personnel workers in the country today. Well over that number of students graduate from college each year seeking positions in personnel work. Despite the competition some persons break into the field each year. In personnel work, as in other fields, despite competition some of those persons best qualified and most determined will get jobs.

Airline Hostessing

Several female members of each college graduating class are interested in positions as *airline hostesses*. Unless your father or uncle owns an airline, hostess jobs are going to be hard to get. In addition to a pleasing personality and attractive appearance, size is an important consideration. The typical hostess works about 90 hours a month and spends about half of her time away from her home field. Hostesses frequently have the misfortune to be "stuck" for a week-end in such places as Buenos Aires, Los Angeles, or Miami. A starting salary of \$2200 is average.

Law

Law is one of the tightest fields in the country today. Salaries are always low the first few years out of law school. Many authorities agree that a law degree will no longer be a guarantee of employment in the legal profession. More law school graduates are going to have to accept positions involving only indirectly their legal training. An example of this would be employment with the F. B. I.

Medicine

The members of the class of 1950 who will become *doctors* will get few gray hairs worrying about a personal budget. The average salary for M.D.'s in 1948 was almost \$10,000

A Short Course In Success

BACK in 1923 the twenties were just beginning to roar . . . folks were singing "Barney Google", "Ain't Goin' Rain No Mo'", and "Yes, We Have No Bananas" . . . jazz music was the new sensation and a dance called the Charleston was sweeping the nation . . . the ladies were striving for a boyish figure and the Ziegfeld Girls were the toast of Broadway . . . over in Germany a scrawny little Nazi named Adolph Hitler was thrown in the clink for fomenting a beer-hall rebellion. It was quite a year.

That same year in Burlington, North Carolina, workmen were clearing a nearby cornfield to build a small textile mill. Some local businessmen were risking their money in a bed-spread manufacturing venture. That was the beginning of Burlington Mills, a company destined to play a leading role in the rise of man-made yarn from obscurity to a place of major importance in textiles.

During the past 25 years Burlington Mills has grown from one small mill at Burlington into one of the world's largest producers of rayon fabrics. It now has 74 plants in six states and four foreign countries employing over 27,000 people. Teamwork between management and skilled, loyal employees made Burlington Mills a textile leader. Teamwork also produced the highest quality textile products at the lowest possible cost.

This successful formula was possible because American free enterprise permitted constant improvements in materials and machinery, development of our human resources, better methods of production, and an incentive for progress and growth. The formula brought better quality fabrics to the consumer. It brought better jobs, higher pay, increased benefits, and excellent working conditions to employees.

And so, 25 years after, Burlington Mills wears a badge of success. Its multitude of products are truly "Woven into the Life of America."

Burlington Mills

"Woven into the Life of America"

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a year. Medicine is the most attractive field in the country today.

Engineering

One of the most unpredictable fields in the country today is *engineering*. From the end of the war until January, 1949, statistics were frequently quoted stating that the shortage of engineers would continue until 1951. In the course of a few short months, in the early part of 1949, the shortage became a surplus. Competition for engineering positions became quite keen. The long-run picture for engineers is favorable as the numbers employed have been increasing rapidly year

by year since the turn of the century. The field is temporarily overcrowded but that appears to be only a short-run condition. Cognizant of this situation, Columbia University's School of Engineering last year announced that it was going to reduce its enrollment by one-third.

Other new fields such as physical therapy, city planning, occupational therapy, recreation, traffic control engineering, hospital administration, and professional fund raising offer the tremendous advantages of any new field. Keep in mind the fact that 1/4 of the jobs that people are in today did not exist 25 years ago.



SCIENCE RESEARCH ASSOCIATES ANNOUNCE

Newer and more workable approaches to counseling are presented by Shirley A. Hamrin and Blanche B. Paulson in their new book, "Counseling Adolescents," available this March at \$3.50 from Science Research Associates, Chicago.

In developing these eclectic approaches to counseling, the authors draw on the best features of several leading theories and methods in the field as they have worked out in actual practice. Interviews and cases are cited to illustrate counseling methods that have proved most effective in schools and colleges.

Dr. Hamrin is Professor of Education at Northwestern University and has been since 1929. Previously he held the same position for four years at Minnesota State Teachers College. Educated at Hamline University, the University of Chicago, and Northwestern, he also has been a high school teacher and principal. He is the author of four earlier books on guidance and vocational counseling.

Mrs. Paulson holds the position of Coordinator, Division of Guidance and Counseling, Chicago Public Schools, and has done supervisory counseling work for the Board of Education for the past seven years. She is the author of the "Self-Appraisal and Careers Series" and co-author, with Dr. G. Frederic Kuder, of "Discovering Your Real Interests." Before coming to the Board of Education, Mrs. Paulson gained eight year's experience in counseling as a teacher at Bowen High School in Chicago.

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CAREERS WITH THE ARMED SERVICES

AIR FORCE

VOLUNTEER enlistments in the Air Force are for three, four, five, or six years. Applicants must be from 17 through 34 (men 17 must have written consent of parents or guardians—men over 34 will be accepted under certain conditions and provided they have had prior Army or Air Force service). Highly skilled civilians may enlist in the Air Force in grades commensurate with their training and experience—as determined by the Chief of Staff, USAF. A man can move up through the ranks just as rapidly as his ability and the needs of the Air Force permit.

The attainment of a technical skill will speed his advance. Specialists are needed for research, procurement, production, supply maintenance, and other related activities.

Enlistees are directed to the Indoctrination Division, Air Training Command, Lackland Air Force Base, San Antonio, Texas, for a thirteen week course in basic military tactics and for all-round physical conditioning (former servicemen discharged after May 12, 1945 are not required to take basic training).

Air Force Specialist Schools teach a wide range of specialized courses. High school graduates may elect a technical course of their choice prior to actual enlistment. They need not have had military service. They learn both the theoretical and practical aspects of what they are studying; and gain a mastery of their specialty. They are graduated as a competent technician, and are assigned to the work for which trained.

The following are a few of over 200 skills taught in the Specialist Schools and on the job: air traffic control, airplane maintenance, utilities and construction, communications, weather, radar, photography, administration, and armament.

Full advantage can be taken of further educational opportunities through the United States Armed Forces Institute and of cooperating civilian colleges and universities.

There are no less than four well-traveled paths from enlisted to commissioned status:

(1) The Aviation Cadet Program is again available to all personnel who possess the high qualifications required of an Aviation Cadet. Successful graduates win their commissions and their wings. (2) Officer Candidate School offers enlisted men in active service and qualified civilians a direct route to commissions in the Air Force Reserve. Men who complete the training successfully are then eligible to compete for Regular Air Force commissions. (3) Enlisted personnel of the first three grades may apply for Commissions in the Air Force Reserve and, if successful, are then eligible to compete for Regular Air Force commissions. (4) Appointments to the United States Military Academy at West Point are awarded annually on a competitive basis to enlisted men of the USAF.

Candidates for the Aviation Cadet Program must be unmarried male citizens between 20 and 26½ years old who have completed at least two years of college study. All candidates must pass examinations including rigid written and physical tests designed to select only those candidates of excellent character, health, and high intelligence and who demonstrate an aptitude for flying. If the applicant is found fully qualified, his name will be placed on an eligibility list, from which selections are made for classes beginning every six weeks. First selections go to college graduates, then three-year college men, etc.

Upon successful completion of the program, the Aviation Cadet will be commissioned 2d Lieutenant in the Air Force Reserve, granted the aeronautical rating of pilot, and placed on active duty for a period of three years unless sooner relieved by competent authority. Aviation Cadet graduates may compete for a Regular commission in the U. S. Air Force during their extended active duty tours.

Applicants for the USAF Officer Candidate School must be from 20½ to 26½ who have completed at least two years of college (one-half or more of the credits necessary for a degree at an accredited college or university), or who are able to pass an examination designed to measure the equivalent, and are physically fit for Reserve commissions in the USAF: they must agree to serve actively for three years as officers after graduation. Graduates are commissioned 2d Lieutenants in the Air Force Reserve and placed on active duty with the USAF.

The Air ROTC which may be applied for

at various universities, is open to anyone over 14 years of age who can pass certain screening tests. Before being commissioned, a man must be 21 years of age. There are 96 Air ROTC units established in various universities and colleges in the U. S. The training program consists of two, two-year courses. Upon graduation, successful candidates are commissioned as 2nd Lieutenants in the Reserve, may go on active duty for a minimum of three years with a USAF unit, and may apply for flying training in grade if physically qualified. These graduate officers may then apply for Regular Air Force commissions in accordance with existing regulations.

AIR FORCE NURSE CORPS

FOR nurses without prior military service the minimum requirements for a commission in the Air Force Nurse Corps Reserve are that the nurse must be at least 21 years of age, but not over 45. The applicant may be either married or single, must be a citizen of the United States, and must be physically and professionally qualified to perform her nursing duties. She must be a graduate of a school of nursing acceptable to The Surgeon General, USAF, and must have active registration in at least one State. Nurses will be commissioned in grades up to major, based upon educational qualifications and the number of years of professional experience.

Nurses with prior military service must submit the following: Application form AF 24 and report of physical examination, plus documentary evidence of marriage, divorce, or naturalization.

After receiving a Reserve commission, a nurse may apply for Extended Active Duty, for periods ranging from 1 to 3 years. To do this she must submit a request for Extended Active Duty and pass a final-type physical examination. This physical may be obtained at any Air Force or Army installation but

travel performed by the individual will be at her own expense.

The nurse who elects Extended Active Duty may serve in one of the 67 military installations in this country or she may ask for duty in one of the 58 medical installations overseas. Hospitals are located in Germany, England, Japan, Greenland, Bermuda, Tripoli, the Philippine Islands, Alaska, Newfoundland, Labrador, the Azores, Panama, Trinidad, Puerto Rico, and Jamaica. Although assignment choice cannot be guaranteed, since the needs of the Service come first, every effort is made to fulfill a request. Nurses with no previous military service must first serve for a period of 1 year in a military installation located in this country.

While on active duty, Reserve officers are eligible for promotions and accumulate points toward retirement pay.

A nurse on Extended Active Duty in this country may apply for a postgraduate course in anesthesiology, operating room technique and management, neuropsychiatric nursing, hospital administration, and training as a flight nurse offered at large military general hospitals and The School of Aviation Med-

icine. While attending school the nurse receives full pay and allowances.

The Flight Nurse Course is conducted at the U. S. Air Force School of Aviation Medicine located at Randolph Air Force Base, San Antonio, Texas, and is open to both Regular and Reserve Air Force nurses who have completed at least 1 year of active duty. Candidates must be physically qualified for flying and must not be over 30 years of age. Nurses enrolled in this course must participate in regular and frequent aerial flights both during and subsequent to training as flight nurses.

Nurses who successfully complete this course will be designated as Flight Nurses and will receive an extra emolument in addition to their base pay and allowances while on active flying duty.

A nurse on active duty as a Reserve can apply for a Regular Air Force commission if she meets the requirements. She must be under 28 years of age, single, and with no

dependents under 18. Immediately prior to applying for the Regular Air Force she must have served on Extended Active Duty for at least 6 months.

Those nurses receiving a commission in the Reserve who do not request Extended Active Duty can continue their civilian pursuits and form a strong bulwark in case of emergency. The Reserve nurse is given the opportunity to keep her Reserve status active by participating in special training programs either by correspondence or lecture series.

Active participation in the Reserve Training Program enables the nurse to keep informed of important military research and development progress, covering such subjects as medical aspects of atomic energy, aviation, and global medicine. Besides collecting points toward retirement, the nurse may improve her commission grade so that in the event of national emergency she would find herself in a position equal to her experience and training.

ARMY

VOLUNTEER enlistments in the Regular

Army are for two, three, four, five or six years. Applicants must be from 17 to 34 inclusive (men 17 years of age must have the consent of parents or guardian). Those who measure up to high Regular Army standards can enter on a professional career through the School Plan, service overseas in the Far East and Europe, continued education through the Armed Forces Institute or Officer Candidate School.

A man's education can continue when he enters the Army. At Army posts located throughout the world, he may enroll in classes at elementary, college and vocational levels which are accredited by most civilian schools and colleges—the courses include classical, scientific and practical subjects. Personnel are classified according to their military specialties—the jobs they can do best—such as

airplane mechanic, administrative clerk, cook, platoon leader. The Army Education Program uses the Armed Forces Institute courses to augment the training program by offering to assist the servicemen to meet the educational requirements for promotion in their military specialty.

The Army School System is available to every qualified individual entering the Army. This affords a means by which individuals in the Army can advance from the basic skills to the advanced technical specialists through attendance at courses in the school system. The system conducts over 300 courses of instruction covering the fields essential to provide the Army with a source of trained personnel to meet specialist requirements. A few examples of the fields covered in the school system are: automotive, intelligence, construction, radio, radar, electronics, clerical,

administration and military science and tactics. The courses of instruction at the schools vary in length from basic non-technical four week courses to forty and fifty week courses which produce highly skilled technical specialists.

While in basic training the men who show aptitude for leadership ability are selected for the Army's new Potential Leaders' Schools. Through these schools there is opportunity for advancement in the enlisted ranks as well as the ability to continue studying for commissions.

An individual, if qualified and selected, may obtain a Reserve commission by attending and graduating from Officer Candidate School; applying for a direct commission under existing regulations; by graduating from Senior Division, ROTC; Senior Dental students may apply for commissions as second lieutenants in the Medical Service Corps Reserve (upon graduation they are recommissioned as first lieutenants, Dental Corps Reserve).

For a regular commission, an individual must meet general eligibility requirements—if qualified he may apply for appointment as second lieutenant under the various sections

of the existing regulation: being recommended, as an outstanding enlisted man, for direct appointment by his commanding officer; attending Officer Candidate School (a designated Distinguished Graduate, upon graduation, may be recommended for appointment as second lieutenant in the Regular Army by the school commandant); attending Senior Division, ROTC (if designated a Distinguished Military Graduate may apply for a direct appointment as second lieutenant in the Regular Army); those individuals holding a Reserve commission may apply for a competitive tour for Regular Army appointment; individuals holding a master's or doctor's degree in a critical technical speciality may apply for a direct appointment and doctors and dentists may be directly appointed in the Regular Army in the grades of first lieutenant through colonel.

The Arms and Services of the Army are: Cavalry, Infantry, Coast Artillery Corps, Field Artillery Corps, Quartermaster Corps, Medical Department, Chemical Corps, Transportation Corps, Finance Department, Corps of Military Police, Corps of Chaplains, Adjutant General's Department, Judge Advocate General's Department and Special Service.

WOMEN'S MEDICAL SPECIALIST CORPS (USA)

YOUNG women interested in the sciences allied to medicine will find a variety of career opportunities as commissioned officers in the Women's Medical Specialist Corps of the Army. This Corps is composed of the dietitians, physical therapists, and occupational therapists who work in Army hospitals as indispensable members of the medical teams which treat military patients and help to restore them to a full measure of mental and physical health.

Hospital dietitians, in the administrative field, organize, manage, and operate all food preparation and service—from menu planning

to designing kitchens and testing new equipment. In their therapeutic function, they work directly with patients and medical officers, plan diets, and supervise their preparation.

Under the direction of medical officers, physical therapists assist in the treatment of disabled men and women by the use of therapeutic exercise, electrotherapy, phototherapy, massage and hydrotherapy. Physical facilities and equipment are of the finest and experience is enriched by the many different types of cases encountered.

Occupational therapists also find a diversity of clinical material. The ready availability

of excellent equipment and supplies gives them the opportunity to utilize fully, under the direction of a physician, their medical knowledge as well as their knowledge of workshop activities and the applied arts. Every patient is treated as an individual and his interests and aptitudes are always given full consideration.

The WMSC offers a dietetic internship, a

physical therapy training course, and an occupational therapy clinical affiliation. After completion of training, the Women's Medical Specialist Corps officer is assigned in accordance with a planned, rotating, progressive career pattern. Opportunities are available in general and station hospitals both in the United States and overseas.

ARMY NURSE CORPS

MILITARY nursing is a rewarding career for ambitious women. There are opportunities for staff nursing in every field, for leadership in posts such as chief nurse of a large general hospital or chief of a nursing command overseas. There are teaching posts.

Graduate nurses who do not make a lifetime career of military nursing may join as a Reserve on active or inactive duty. In this way, civilian nurses may participate in and benefit by the progress and achievements of military nursing. A Reserve nurse may hold

her commission until she is 60, provided she has kept up with the advancements in her profession and has continued to meet certain minimum requirements.

While serving with the Army Nurse Corps, a nurse can expect all facets of her nursing knowledge to be called upon unexpectedly. That is why officers of the Nurse Corps must be graduates of accredited schools of nursing which offer standard courses of instruction in medicine, surgery, pediatrics, and obstetrics. Postgraduate work in orthopedics, psychiatry,



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anesthesia, and operating-room supervision are of great value in preparation for military nursing.

Ordinarily, a nurse is assigned to the specialty she prefers and for which she has been specially trained. But emergencies are frequent and the nurse must be prepared to respond to an emergency call to any branch of nursing.

An Army Nurse may be assigned as a Staff Nurse, a Head Nurse, a Section Supervisor, a Principal Chief Nurse, or as an Administrative Director.

When a graduate nurse joins the Army Nurse Corps she soon discovers that her education has only begun. A greatly enlarged educational program is designed to stimulate the individual nurse's capacity for professional growth. Currently, these specialties are taught in certain Army general hospitals: operating room technique, anesthesiology, psychiatry, and nursing and hospital administration. In addition, a nurse can earn credits toward a bachelor's degree in arts or sciences through the Armed Forces Institute.

WOMEN IN THE AIR FORCE AND WOMEN IN THE ARMY

THE bill which established the Women's Army Corps and Women in the Air Force as members of the permanent Military Establishment was signed on June 12, 1948. This gave to Wacs and Wafs the full rights, benefits and privileges of the military service, with the exception of certain dependency allowances.

Women who are between the ages of 18 and 35 (applicants who have not reached their 21st birthday must furnish written consent of parents or guardians), high school graduates, single, without dependent or dependents under 18 years of age, are eligible to apply for enlistment.

Women who qualify may enlist in the Army for three, four, five or six years, and in the Air Force for four, five or six years.

All recruits take basic training as follows: 13 weeks for the Army at Camp Lee, Virginia; 11 weeks for the Air Force at the Lackland Air Force Base, San Antonio, Texas. Following basic training, women may be sent to schools for specialized training in such fields as medical technician, communications, administration, finance, food service, radio, or photography.

The Army's Career Guidance Program provides for the progression of the men and women from recruit through warrant officer.

It is through the continuing research program that an analysis is being made to determine the career type jobs in which women may be utilized, and it may be determined how and where women's aptitudes, abilities and skills can best be utilized.

To all enlisted women who meet the eligibility requirements there is an opportunity to attain commissioned status through the Officer Candidate School at Camp Lee, Virginia, for the Wacs, and through the co-educational Administrative Officers Candidate School at Lackland Air Force Base for the Wafs. Women may apply for enlistment from civilian life for the specific purpose of attending OCS provided they will not have attained the age of 23, for the Wac, 26 $\frac{1}{2}$ for the Waf, at the time of entrance into OCS. If accepted, the Wac begins Officers Candidate training immediately upon successful completion of basic training; the Waf's basic training for this particular enlistment is optional.

The Army's new officer procurement plan for women embraces: *opportunities for commissions*—college women now have an opportunity to become commissioned officers in the Women's Army Corps, Regular Army. However, owing to the limited number that may

be appointed annually, only the best qualified will be selected. To be eligible to apply, the individual must be a college graduate or prospective graduate in her senior year; have attained her 21st birthday but not have passed her 27th birthday on date of appointment. Selected individuals will be tendered direct appointments as 2d Lieutenants in the Women's Army Corps Reserve and ordered to extended active duty for attendance at a basic course at Camp Lee, Virginia. Upon successful completion of the training course, officers will apply for commissions as 2d Lieutenants in the Regular Army and will be so appointed if found qualified.

In the Air Force's plan, women seeking appointment or enlistment in the Air Force's Reserve as officers must be in one of the following categories: women with prior military service in the grade of warrant officer; commissioned officer, or one of the first three enlisted grades; women with prior military

service in a grade lower than staff sergeant but who are graduates of an accredited college or university; women without prior military service who qualify as specialists needed by the Air Force; former members of the WASPs. Applicants for Reserve commissions, without prior commissioned service, must be at least 21 years of age at time of application and not have passed their 28th birthday at the time of receipt of the application by the appropriate Air Force or oversea commander. Wacs and Wafs are serving in the United States, Europe, Carribean, The Far East, Alaska and Newfoundland. During World War II, nearly 1 out of 5 women in the WAC served overseas.

Besides travel opportunities, all the advantages of careers in the Army and in the Air Force are now open to women who enlist in the WAC or WAF, including retirement benefits, educational opportunities and chances for steady advancement.

NAVY

THE Navy encourages young people to stay in high school, graduate and go on to college if they can. While no specific amount of education is demanded for joining the Navy, it is obvious that a good education will contribute to the effectiveness of those who work in a vast technical organization which de-

mands trained men to operate its units afloat, ashore, under the sea and in the air. For the young men who do not care to study difficult subjects there is a place in the less technical branches. For those who find it necessary to drop out of school short of graduation there are many occupational opportunities in the

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Navy for education is a continuing process—from the day a recruit begins training until retirement.

The Navy attempts to supply maximum opportunity to every young man commensurate with his background, interest, ability and aptitude. The classification system is being developed to include a more comprehensive study of his school and civilian background. To enlist, it is necessary to pass the Applicant's Qualification Test. During Recruit Training, emphasis is placed upon guidance and classification as well as upon training and indoctrination.

In addition to the technical work with each occupational rating, Naval personnel are required to perform certain routine, military and specialized duties which may bear no direct relationship to their vocational field. There are opportunities, too, for Naval personnel to obtain knowledge of and develop skills in specialized activities outside those performed within their job rating, such as small arms qualifications, gunnery, boat handling and other more technical procedures.

Advancement through promotions is generally determined by the quality of work, examination grades and demonstrated abilities of the individual. All promotions in the Navy are permanent, and personnel may not be dropped to a lower pay grade except through Naval court procedure.

The age requirements are from 17 to 30 inclusive; seventeen year olds must have the consent of parent or guardian.

Each year, the Navy offers varied opportunities for qualified college men and women

to embark on careers as naval officers. The Naval Academy at Annapolis is by no means the only source of regular Navy officers. Officers are appointed in the Navy from the Naval Academy, Naval ROTC, directly from civilian life, Naval Air Training Program and by promotion from enlisted ratings.

The modern naval team consists of a sea-going Navy; an air-borne Navy and an under-water Navy. In support of this three-level Navy, the shore establishments are worldwide—set up to train its officers and men; handle the array of administrative, fiscal, planning, supply and transportation details; offer proper health and medical care; and provide the necessary operating bases.

Postgraduate work and advanced training in all phases of business, professional and military activities is one of the many attractions held out to an officer. In medicine, in engineering, in business, in aviation, in science, in naval operations, the very finest instruction, the latest developments, and the most efficient facilities are offered.

It is up to the individual how far he can go as a naval officer. You have an equal chance with the next officer of your same rank to move up the promotion ladder, and you are given every opportunity to prove yourself worthy of added responsibilities, increased standing, higher earnings.

The Branches of possible assignment in the Navy include: Line, general; Line, aviation; Line, special duty; Medical Corps; Supply Corps; Chaplain Corps; Civil Engineer Corps; Dental Corps; Medical Service Corps Nurse Corps.

WOMEN IN THE NAVY

HIGH School graduates between the ages of 20 and 30 inclusive, are eligible for enlistment in the WAVES, provided they meet the physical, mental and moral standards of the Navy. At present, the term of enlistment

is for 4 or 6 years at the option of the candidate. New recruits without prior naval service must be unmarried at the time of enlistment.

All women enlisted in the Regular Navy

will be assigned to some naval unit and will be rotated between shore stations within the continental limits of the United States and overseas. They will serve in all appropriate ratings; principally in hospital work, communications, supply, aviation, and general administration. They are subject to the same regulations for advancement in rating or promotion as men, have the same benefits and privileges, and attend similar training schools.

To be eligible for officers' commissions, candidates must meet the same physical, mental, and educational requirements as specified for men and must be of high moral character. Although opportunities will vary with the needs of the service, the Navy plans

to select approximately 50 women officers annually from among young college graduates between the ages of 21 and 25 inclusive. Women officers also will be selected from among enlisted personnel. For those qualified and selected as line officers there are opportunities to perform duties connected with such fields as public relations, communications, personnel and research. Those qualified for staff duty will receive assignments to the Supply, Medical, Medical Service and Dental Corps. Such professional groups as Occupational and physical therapists and dietitians also will be utilized in this program. Enlisted women may become eligible for the rank of Warrant Officer in selected categories.

NAVY NURSE CORPS

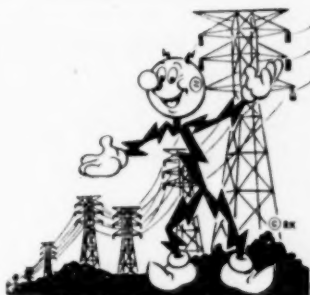
THE Navy Nurse Corps performs its valued missions wherever it is needed, aboard ship, in overseas hospitals, mainland clinics, in swift hospital planes. Opportunities for real, satisfying nursing duty are virtually unlimited in the Navy.

Navy Nurses are commissioned officers and enjoy the same pay, privileges, and benefits as all officers.

To be eligible, candidates must have graduated from high school and from an accredited school of nursing, be within the age bracket of 21 to 28 inclusive for the Regular Navy and 21 to 40 inclusive for the Naval Reserve. In either case candidates must be unmarried, widowed or divorced at the time of appointment and be without minor dependents. However, they may marry while in service. They must be members of Nursing organizations affiliated with the American Nurses Association and must meet the physical, mental, and moral requirements set for other naval officers.

As members of the Nurse Corps, women will serve in medical establishments within the United States, on advanced bases, or aboard hospital ships. As members of the

Reserve Nurse Corps, they will not be called to active duty except at their own request or in time of emergency.



OUR THANKS

To you, through whose efforts we have secured trained personnel in past years. We look forward to continued pleasant relations for the years ahead.

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EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in
American Citizenship

THE OAK RIDGE INSTITUTE OF NUCLEAR STUDIES

DIXON JOHNSON, *Head*
Public Information Department
Oak Ridge Institute, Tennessee

ONE of the interesting developments of the post-war years has been the formation of educational organizations to add the nation's atomic energy laboratories to the potential for training new scientific personnel. One such organization—unique in many ways—is the Oak Ridge Institute of Nuclear Studies, in Oak Ridge, Tennessee, a non-profit educational corporation comprised of the leading Southern universities.

In the three and one-half years since it was chartered, the Institute has developed a varied program which its founders think will in time make a significant contribution to the development of scientific education and opportunity in the South. A parallel value is that of strengthening Oak Ridge National Laboratory and the other research organizations in the Oak Ridge area through university interest and participation.

As it has developed, the Institute is part of a triangle of the Government (through the Atomic Energy Commission) on one side, the Carbide and Carbon Chemicals Division of Union Carbide Corporation (operators of Oak Ridge National Laboratory) on the second; and the universities of the region (represented by the Institute) on the third. The Institute holds a contract with the Commission for carrying out its activities. It also maintains numerous working agreements—many of them of an informal nature—with the Carbide

organization to permit university access to Oak Ridge National Laboratory. This cooperation from the Carbide organization has been a key factor in the success of the Institute. Moreover, the Carbide firm has done an outstanding managerial job in operating Oak Ridge National Laboratory for the Commission. This fact of a strong national laboratory at Oak Ridge was and continues to be a basic interest to the Southern universities.

An outline of the research and production facilities at Oak Ridge is essential to a proper understanding of the South's interest in Oak Ridge. In addition to the vast facilities for the separation of Uranium 235 on a production-line basis, Oak Ridge contains the richest complex of research facilities of any of the Commission's installations. These will be discussed briefly below.

Oak Ridge National Laboratory

This is one of the three national laboratories of the Commission. Here fundamental programs in physics, chemistry and biology are carried out alongside applied research programs in chemical technology, reactor technology, and metallurgy. The major research instrument is the uranium chain reactor, although a Van de Graaff generator and a cyclotron now under construction are major research tools. The reactor is also the center of radioisotope production in this country.

The Oak Ridge National Laboratory is the major unit in the Oak Ridge facilities utilized by the Institute in its programs. The Laboratory is now being rebuilt with new permanent structures to replace many of the wartime buildings.

Gaseous Diffusion Separation Plant

This is one of the greatest production plants in the world—a monolithic structure costing half a billion dollars and now being expanded in another \$225,000,000 building program. Allied with it are laboratories offering many unique opportunities for research in fluorine chemistry and related subjects.

Electromagnetic Plant

This is the second major production plant located at Oak Ridge. Although its production facilities are on a standby basis, its facilities are used in an extensive research program that is integrated with the Oak Ridge

National Laboratory. Stable isotopes, an important research tool in their own right, are concentrated here, and it is here that the Oak Ridge cyclotron is being installed.

These three installations—the Oak Ridge National Laboratory, the gaseous diffusion plant, and the electromagnetic plant—are operated for the Commission by the Carbide and Carbon Chemicals Division of the Union Carbide and Carbon Corporation.

Other Facilities

Other facilities at Oak Ridge include the UT-AEC Agricultural Research Program which is being set up by the University of Tennessee and the Commission to serve as a central laboratory in the application of radioisotopes to agricultural research and the project for the application of nuclear energy to aircraft propulsion (NEPA) operated for the United States Air Force by the Fairchild Engine and Airplane Corporation. This

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facility also houses extensive research facilities.

In addition to these, the Institute operates facilities for a medical program and radio-isotope training program which will be taken up in connection with the Institute's programs.

Organizationally, the Institute is comprised of 24 Southern universities.* The basic organizational unit is the Council, which is comprised of one representative named by the chief executive officer of each university. The Council in turn elects a nine-member Board of Directors which administers the affairs of the Institute through a resident Executive Director.

The Council meets once each year in Oak Ridge to review the progress of the past year and to take appropriate action on activities planned for the coming year. The Board meets several times annually, usually in Oak Ridge, to consider in detail the progress of the work and to make major policy decisions in behalf of the Council on programs, fiscal policies, employment policies and the like.

The chief resident officer and Executive Director is Dr. William G. Pollard, a well-known physicist, who has been associated with the Institute from the first. It is under his immediate direction that the Institute has taken shape.

The Institute has three major program divisions, a fourth program department, and the normal fiscal, service and allied agencies for sound operation. The program units are outlined below.

University Relations Division

This division is the channel of university-

*Alabama Polytechnic
Institute
University of Alabama
University of Arkansas
Catholic University of
America
Duke University
Emory University
University of Florida
Georgia Institute of
Technology
University of Georgia
University of Kentucky
Louisiana State University

University of Louisville
University of Mississippi
Mississippi State College
University of North Carolina
North Carolina State College
University of Oklahoma
Rice Institute
University of Tennessee
University of Texas
Tulane University of
Louisiana
Vanderbilt University
University of Virginia
Virginia Polytechnic Institute

laboratory cooperation and is at the heart of the National Laboratory concept. Its primary programs are a *Graduate Training Program* through which qualified graduate students in any university in the country may complete their thesis research in Oak Ridge National Laboratory as a Fellow of the Institute. This program is limited to those students who require the facilities available at the laboratory for their thesis research. Each Fellow carries out his research under a three-man committee comprised of a university representative, a senior scientific member of the laboratory staff, and the scientific staff member who supervises the Fellow's research.

A companion program, known as the *Research Participation Program*, is on the faculty level, and through it a large number of Southern university faculty members spend their summers in the research laboratories at Oak Ridge. Others are on leave for periods of from six months to a year to participate in this program, which is doing a great deal to make the South more attractive to scientists. Many of these university faculty members have made important contributions to the laboratory research programs. It has made for much closer liaison between the Laboratory and the universities and in general is a powerful stimulant to the scientific growth of the South.

A complement to the Research Participation Program is a Fellowship Program through which the Institute grants fellowships to faculty members to participate in Oak Ridge research problems not covered by the Research Participation Program. An example of this is the UT-AEC Agricultural Research Program, in which centralized laboratory facilities for using radioactive isotopes in agricultural research are being developed. The first such fellowship was granted in February, and other applications are on hand.

The *Traveling Lecture Program* utilizes

members of the scientific staff in Oak Ridge to lecture to graduate students, faculty members, and scientific societies in the Southern universities. This staff is one of the outstanding scientific resources of the region, and it is used in this program to the greatest extent possible. Like the research participation program, this activity does a great deal to bring the laboratory and the universities closer together.

Three annual *Science Research Awards* of \$500 each are made to Southern students or faculty members for outstanding research papers.

Another important activity is the sponsorship, with Oak Ridge National Laboratory, of the *Oak Ridge Summer Symposia*, a two-weeks session, usually in late August, held annually for university faculty members, students, Oak Ridge scientific personnel and other interested individuals. The first such symposium, in modern physics, attracted a large number of physicists to Oak Ridge for the two weeks. The second symposium this summer will be in modern chemistry.

The University Relations Division also is administering the *AEC-sponsored Pre-doctoral Fellowship Program* in the Southern states and the *AEC Radiological Physics Fellowship Program* on a national basis. It assists university faculty members in obtaining research grants for work in the atomic sciences and carries out a number of additional activities including a *Resident Graduate Program*, which is given by the University of Tennessee under a sub-contract with the Institute. Through this program members of the Oak Ridge technical and scientific staffs may continue their graduate work through night and week-end classes. This program has been of great value to the Commission and its contractors in that it enables them to hold scientific and technical personnel who otherwise would have left Oak Ridge to continue their education elsewhere.

Special Training Division

In the normal pattern of scientific research, the number of men trained in a given technique usually far exceeds the availability of the tools required. For example, many men could use a cyclotron while there was still only one cyclotron. The security requirements under which the atomic energy program developed, together with the vast facilities constructed in a relatively short time, reversed this pattern, and there were new research techniques without men trained to use them. The most exciting of these new research possibilities was the extensive production of radioisotopes. They were a scientific curiosity before the war; shortly after its close, there were enough for every laboratory. Moreover, it was a research tool almost as varied in its uses as the microscope. In medicine, physics, chemistry, agriculture, biology, industry, it offered great hope. But a relative handful of scientists knew how to use them. To meet this need the Institute—on June 26, 1948—launched the first in a series of *Radioisotope Techniques Courses*. They were short (four weeks), limited to 32 participants in each course, for mature research workers with emphasis on laboratory work and intended for persons planning to use radioisotopes. To date, fourteen of the courses have been given, and the fifteenth, sixteenth, and seventeenth will be offered this summer. "Alumni" of this short course are from laboratories, universities, and hospitals in more than forty states and almost a dozen foreign countries and staff members of the Special Training Division are occasionally pleased to find it listed as a requisite for a job in various phases of radiochemistry.

Although this has been the major concern of the Special Training Division, it also has conducted a number of other courses. One of these was an orientation course for fifty East Tennessee doctors on the use of radioisotopes

in medicine. Another activity of the Division, scheduled to begin in April, is the conduct of two radiological defense teacher training courses. The Division staff members serve as consultants to persons interested in using radioisotopes or designing laboratories for their use.

The Division has made plans for advanced courses in special problems concerned with the handling of radioisotopes.

Medical Division

The third major division of the Institute is the Medical Division which will make an intensive research effort to determine the possibilities of using radiations and short-live radioisotopes in the treatment of malignant diseases. A concomitant program will be the training of medical personnel in the use of such techniques as may be developed, together with residency training in various aspects of radiology.

The program is housed in a new unit adjacent to the Oak Ridge City Hospital with extensive laboratory facilities and treatment rooms and facilities for a maximum of thirty patients. Patients will be accepted for study only through the twenty Southern medical schools cooperating in the program.

An important aspect of the medical program is that of assisting cooperating medical schools in obtaining and operating special facilities pertaining to the atomic energy project. An example is the joint construction of a high-level radiocobalt teletherapy unit which will be used for radiation treatment of cancer. The unit will be constructed at Oak Ridge and tested there and when satisfactory will be transferred to the M. D. Anderson Memorial Hospital for cancer research, a unit of the University of Texas Medical School located in Houston. The facilities and staff of both organizations and the Atomic Energy Commission are being utilized in the construction of the unit.

American Museum of Atomic Energy

When the Institute was organized, Oak Ridge was a restricted city enclosed by a security fence. In 1943, the Commission decided to make Oak Ridge an open city, with a smaller restricted area to include all the production plants and laboratories to be established concurrent with the opening of the gate. One of the major reasons which led the commission to take this step was to allow the Institute freer access to its sponsoring institutions. However, a special problem presented itself in the field of public education. Oak Ridge is situated in the center of an extensive and heavily-visited tourist area; to enclose the plants behind fences left little for the tourist to see in the way of atomic energy. Available at the time was the New York Golden Jubilee "Man and the Atom" show. It comprised an extensive and effective series of atomic energy exhibits, and the Institute petitioned the Commission to take it over for operation as a Museum. It was housed in a wartime cafeteria building, and associated shops are now constructing new exhibits for inclusion in the Museum. During the first year's operation, 40,000 persons visited the Museum. As it becomes better known, attendance is expected to increase.

This, then, is the Oak Ridge Institute of Nuclear Studies. When it was chartered three and one half years ago, it had no office space, no program, no employees. In the meantime, much of the energies of its officials has been absorbed in problems of administration and formation. Its payroll doubled in the first year, again in the second, and almost so in the third. It formerly occupied a single office space. It has expanded until it now occupies five buildings in Oak Ridge.

But its value is not measured in these things. It is measured in the increased interest in science in the South, the strong and vigorous Oak Ridge National Laboratory, the new spirit among universities.



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EDNA B. HOLCOMBE, *Director of Health Education*
Life Extension Examiners, New York City

BUSINESS today is being conducted at a pace which far exceeds any known in the past, and it is no longer sufficient to know that the new employee qualifies mentally for the work he is expected to do. The most brilliant mind, housed in a physically inefficient body, will not make for a good long term investment by industry. The college recruiter needs to be just as aware of the physical fitness of the candidate for employment as he is aware of his intellectual ability and special aptitudes.

It is not unusual to pick up a newspaper of a large urban center and read of the untimely death of a business leader. The stepped-up pace of business is too rapidly eliminating those with organic physical defects, who through carelessness or procrastination, have neglected to conserve their health. To help keep their executives on the job longer, many companies have instituted a program of periodic physical examinations of their key personnel.

Fourth year college students are the group from which industry expects to draw its future executives. As new employees they usually enter a costly training program. They are hired with a view to long time employment with its increasing tension of work and responsibilities. When the industrial representative calls at the college to interview candidates he finds available for his consideration academic grades, results of intelligence tests, ratings on sports and extra curricular activities. It seems equally important for each student's record to include the findings of a recent physical examination so that the health status of the individual will be known to the recruiter.

Most colleges require a physical examina-

tion by the family physician before admitting the student to the first year class. Some colleges follow this by their own physical examination. Still fewer colleges arrange annual examinations for their students throughout the college career. To my knowledge no college has a final examination to determine the physical condition of the individual when he is turned loose into the world. The physical examination at the close of the fourth year term should be sufficiently thorough to include a personal and family history of illnesses, and a record of any accidents to the student resulting in disability. The examinee should be required to disrobe completely, and as part of the health examination a chemical and microscopic urinalysis, serological blood test, and a chest x-ray should be done. An evaluation of the student's physical fitness could be made on the basis of the examination findings and a rating given according to established health standards. The value of the records would be greatly increased by having the physical examinations uniform in scope and type of report, just as the intelligence tests are. This would give the industrial recruiter comparable records in all colleges where he calls. Later the records could be made available to the company physicians who become responsible for the health of these men in industry.

Our study of one thousand physical examinations of applicants for general office positions showed that ten percent were physically unqualified for employment, or required special placement. Among the unqualified group abnormal urine findings, organic heart disease and high blood pressure were the most frequent causes of rejection. Among the applicants requiring special placement, organic heart disease was the leader. It is to be re-

membered that heart impairments are not restricted to older people. Rheumatic fever, an illness of the young, is frequently followed by organic heart disease. Restricted use of arms or legs, the presence of a hernia were other frequent causes for special placement in this group.

It is vitally important that each candidate be in good health at the time of employment so that industry does not assume a health liability for which it is not responsible. A physical examination at the end of the fourth

year college term would establish the student's fitness for employment and elicit any need for special placement. It is no mean task to select potential leaders of industry from a group of men and women in their early twenties. There are many pitfalls from the day of hiring to the day of the employee's highest accomplishment, and his good health is essential. The good will of the employee and his good health are generally accepted as the two greatest assets in a company: it is difficult to say which is more important.



UNIVERSITY MICROFILMS

This Association has entered into an agreement with University Microfilms, Ann Arbor, Mich., to make available to libraries issues of SCHOOL AND COLLEGE PLACEMENT in microfilm form.

One of the most pressing problems facing all types of libraries today is that of providing adequate space for a constant flood of publications. Periodicals pose an especially difficult problem because of their bulk and number.

Microfilm makes it possible to produce and distribute copies of periodical literature on the basis of the entire volume in a single roll, in editions of 30 or more, at a cost approximately equal to the cost of binding the same material in a conventional library binding.

Under the plan, the library keeps the printed issues unbound and circulates them in that form for from two to three years, which corresponds to the period of greatest use. When the paper copies begin to wear out or are not called for frequently, they are disposed of and the microfilm is substituted.

Sales are restricted to those subscribing to the paper edition, and the film copy is only distributed at the end of the volume year.

The microfilm is in the form of positive microfilm, and is furnished on metal reels, suitably labeled. Inquiries concerning purchases should be directed to University Microfilms, 313 N. First Street, Ann Arbor, Michigan.

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THE PLACEMENT OF LAW GRADUATES

*From a statement by OWEN J. ROBERTS, Dean, University of Pennsylvania Law School
Former Associate Justice, United States Supreme Court*

NATURALLY it is impossible for any institution and particularly a Law School to attempt the creation of an office which would be more or less of an employment agency. The need is more for position counseling and a medium through which the students might be apprised of the opportunities existing in the profession, not only in Philadelphia and in the State of Pennsylvania, but also throughout the United States wherever alumni interest is shown. By the same token, the profession would benefit by such a program in knowing where and what personnel is available. Shortly after the placement program was started, an extensive campaign, by letter and other means, was commenced, which included inquiry not only to industry but to any place in government, Federal, State and local, where opportunity might be present. Shortly thereafter, I addressed a news letter and inquiry to the alumni body of the Law School and was pleased to have such excellent support. Alumni who wished to cooperate in the placement program wrote me that they would send word of employment opportunities coming to their notice from time to time and the requirements of each with details as to the source of information as well as give suggestions from time to time which they may have to stimulate interest otherwise in this activity.

Many such replies have been received from alumni expressing a willingness to assist in the placement of graduates. A number of excellent opportunities have been made available as a result, such as several positions in large law firms, openings with single practitioners, in the trust departments of banks, on the legal staffs of corporations, in the patent field, and with insurance companies. Several Federal Government agencies have employed

recent graduates and some openings of a substantial nature for experienced attorneys have come to my attention.

Comments on this subject might be followed by requests for further statistics and related conclusions. Statistics of this sort to my knowledge are not available either in this Law School or any other throughout the country. I understand that a study in this connection has been under way for some time by a group working under the Association of American Law Schools and that two years from now facts and figures leading to some conclusions might be available as to both the quality and quantity of legal education and its relation to the needs of the public and the Bar.

I believe that the success of any law school's attempt to place its students or to counsel them on possible openings within the field is wholly dependent on the continuing interest and cooperation of the alumni.

Letters have recently been sent to 60 law alumni groups, announcing a program of conferences on placement of 1950 graduates.

The graduates generally would prefer to start at least the initial phases of their legal career by practicing in law offices. However, in view of the large numbers of graduates, the competitive aspects presented by scholastic attainment and other honors such as Law Review work, the students with more or less average grades are compelled to seek, in many instances, employment either with the Government or with legal departments of corporations, utilities, and industry generally. I do not hold to the old concept that a person's potentiality and capability are wholly dependent on and measured by his scholastic record. The tendency in the past has been to feel that only the students with high grades have real

prospects of becoming successful and useful lawyers. Frequently, however, other personal qualities come into play. Factors in determining success, professionally and financially in the law are industry, perseverance, courage and good moral character which a law graduate must possess as well as a good background, judgment and an above-average intelligence.

The profession owes a responsibility to itself in making certain that its perpetuation rests in capable hands. Such a goal can

only be accomplished by every member of the Bar giving young graduates every possible aid. In that way the active bar throughout the country, state and locally, will have a continuous training of young graduates who will become competent, tried attorneys by reason of their performance at the Bar under the guidance and inspiration of their seniors. An ever present example of loyalty and devotion to the highest professional ideals is vital to the success of such an undertaking.



VICK CHEMICAL COMPANY JUNIOR TRAINING PROGRAM

Drexel Institute of Technology, Philadelphia, is cooperating with the **Vick Chemical Company** in a Junior Training Program intended to prepare students for eventual placement with that company upon graduation. For this program, to begin June 1, four students have been selected from the Schools of Business Administration and Commerce and Engineering by the Drexel Office of Industrial Coordination under the guidance of Russell H. Bintzer, Assistant Director, and the Personnel Administration Department of the Vick Chemical Company headed by E. G. Michaels.

Those selected will be supervised in their industrial training by Jack Wagenseller, Resident Personnel Manager of the Vick Manufacturing Division and will be administratively responsible to R. S. Fitch, Assistant General Manager. The in-plant training will offer the students a broad experience in various operations of the company. This experience will complement their in-school educational program in such a way as to make the trainees candidates for placement in junior executive positions upon graduation.

In order to insure continuity in the posts filled within the firm, students are assigned in pairs. As one returns to the campus from each quarter's work with Vick, he will be replaced by an alternate who will have spent that quarter at the Institute.

Under Drexel's five year program of cooperative education, students are required to spend 21 months out on the job in industry as a basic requirement for the Bachelor of Science degree in Engineering, Business Administration or Commerce and Engineering. After the freshman year on the campus, students spend alternate quarters in college and in industry

in order to meet this work experience requirement. Students have been placed with over 1200 different firms along the Eastern Seaboard within the past thirty years.



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NEWS COMMENTS

The Committee on Research and Publications*

In the Research Project sponsored by this Committee, under the title "National Aspects of College Placement," which was started on April 1, 1948, work has now been completed on what promises to be a final step in its accumulation of data, namely an opinion from all those colleges and universities in a list of approximately six hundred, which felt able to submit a statement upon those points which, to them, seemed important as a part of this project. We plan to give careful consideration to all these suggestions and, as far as practical, to include them in the final report.

We wish again to emphasize the fact that this entire project has been conducted through correspondence, without the use of a single questionnaire. Such a plan has obviously brought with it a considerable burden of office work, but it has yielded a wealth of carefully considered information which probably never could have been realized by the use of the ordinary questionnaire. This has been especially noted in the cases where opinions have been sought upon essential items on the Committee's agenda, and we are greatly indebted to the presidents of colleges and corporations for their splendid response to our letters of inquiry, and for the large amount of informative material which has been placed at our disposal.

Those who have been engaged in projects of this general character, will understand us when we say that in such a comprehensive study, the problem is not so much one of gathering sufficient material on the points involved, but rather one of being able to formulate a report by the use of only a small part of the material which becomes available. It will also be understood that in such an extended project, certain objectives assigned to the Committee at the outset, may have to be modified somewhat in the final report, because of unforeseen circumstances. At this juncture, it seems that it will be essential to issue the Committee's report in book form, and hence preliminary arrangements have been made with one of the prominent New York City publishers to pub-

licize and distribute it, when it becomes available. The Chairman of the Committee feels a very deep sense of gratitude to all those who, by a friendly and effective response to our requests for information, have aided us in bringing this work towards a successful conclusion.

CLARENCE E. CLEWELL, *Chairman.*

Villanova College Career Conference

Villanova College, Villanova, Pennsylvania, sponsored a career conference on February 9, 1950. The Rev. Edward M. Dwyer, O.S.A., Dean, extended greetings to all present.

The morning session was devoted to "The Interview," with Dr. Robert L. D. Davidson, Assistant Dean, Community College and Technical Institute, Temple University, acting as chairman. Mr. James J. Mahan, Partner, Lybrand, Ross Brothers and Montgomery, discussed "Preparation for the Interview." Gordon L. Bussard, Personnel Division, E. I. du Pont de Nemours and Company talked briefly on "What Does the Employer Look for in the Interview." Messrs. Maynard M. Boring, Manager, Technical Personnel Division, General Electric Company; John C. Sullivan, Manager, Wilmington Branch Office, New York Life Insurance Company and Paetrus F. Bannmiller, Assistant Superintendent of Methods and Equipment, The Budd Company formed a panel to present "What Information Should the Student Expect from the Interview."

After luncheon, Mr. E. Craig Sweeten, Jr., Assistant Placement Director, University of Pennsylvania and chairman of the afternoon meeting introduced the topic, "Training After Graduation." Mr. Thomas J. Finan, Manager, Training Section, Camden Plant, R.C.A. Victor, described "Training Programs." Mr. George D. Lobingier, Manager, Student Recruitment, Westinghouse Electric Corporation, discussed "Graduate Study." Messrs. LeYork Cheeseman, In-service Training Assistant, Naval Air Development Center; George L. Harvey, Jr., Director, Placement Division, Philadelphia Electric Company and Norman Richman, Personnel Director, N. Sneltenburg and Company presented their companies' interpretations of "In-service Training." A questions and answer period followed both sessions.

* The names of those who constitute the "Committee on Research and Publications" will be found on the inside of the back cover of this issue. The above statement has received the unanimous approval of the Committee.



ANNUAL SURVEY OF UNIVERSITY RESEARCH NOW UNDER WAY

Following up on last year's comprehensive survey of university research in industrial relations, personnel management, and labor economics, the AMA editorial staff has launched a new survey designed to bring the initial report up to date. In addition to soliciting the cooperation of last year's contributors, the editors are hoping to increase the number of participants in this year's study. It is planned to publish the report in the May issue of "Personnel."

Further details may be obtained from the AMA editorial office by those desiring to participate.

The Management Review, April 1, 1950.

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BOOK REVIEW

Predicting Success in Professional Schools. Dewey B. Stuit and others. Washington, D. C. American Council on Education, 1949. 187 pages. \$3.00.

The body of this book was derived from a series of technical bulletins originally prepared for the use of Advisement Officers by the Educational Division of the Veteran's Administration. The bulletins were later edited, an introduction added, and the result sponsored as one in the series of bulletins prepared by the Committee on Student Personnel Work of the American Council on Education.

The title of the Bulletin is misleading. Most will agree that guidance procedures still have far to go before success in professional schools can be predicted. However, this matter is acknowledged in the Foreword and Chapter I of the volume, and I would insist that the reader thoroughly cover and understand these sections before turning to the following chapters to seek techniques used in estimating the probable success of an individual in any one of the professional schools mentioned.

Once the introductory comments clarify the intent of the title and point out some of the more common problems and dangers involved in prediction, such as the imperfection of present devices of measurement and the need for more validating research, then the book becomes an excellent reference for guidance workers.

The contents are aimed at counselors and administrators in secondary schools and higher institutions. Chapter II, Predicting Success in Engineering Train-

ing, is typical of the following chapters which deal in turn with schools of law, medicine, dentistry, music, agriculture, teaching and nursing.

The first and second parts of Chapter II describe the usual training program for engineers and list general admission requirements. Brief but clear discussions cover sources of training; first year courses; areas of specialization; length of training; degrees obtainable and the probable exceptions to the usual prerequisites demanded for admittance to engineering schools.

The third, and major part of each chapter is devoted to research findings. Here, and in the corresponding parts of the remaining chapters, are found some 67 correlation tables dealing, largely, with the relationships between high school records and success; aptitude test scores and success; interest scores and achievement and multiple coefficients showing the relationship between combined predictive indices and success in training.

The next part is concerned with the implications for counseling that the above tabulated materials provide. Essential qualifications, predicated upon the research findings are ranked in order of importance. Recommended tests and standards are asterisked. A selected bibliography completes the chapter.

The materials are well presented and carefully arranged. I would say that this book merits the attention of those for whom it is intended.

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ON ITS 10th ANNIVERSARY

the Association of School and College Placement extends cordial greetings to Benjamin F. Emery Company of Philadelphia, printers of SCHOOL AND COLLEGE PLACEMENT and takes this opportunity to express sincere appreciation of the expert craftsmanship and the unfailing courtesy and cooperation of the Emery staff during the past decade.



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